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BUREAU OF EDUCATION, INDIA

Proceedings of the Sixth Meeting of the Central Advisory Board of Education in India held at Madras on the 11th and 12th January, 1941



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Proceedings of the sixth meeting of the Central Advisory Board of Education in India held at Madras on the 11th and 12th January 1941.

The Central Advisory Board of Education held its sixth meeting at Madras on Saturday and Sunday, January the 11th and 12th, 1941. The following members were present:—

1. The Honourable Sir Girja Shankar Bajpai, K.B.E., C.I.E., I.C.S., Member of the Viceroy's Executive Council, Department of Education, Health and Lands (Chairman).
2. John Sargent, Esquire, M.A., Educational Commissioner with the Government of India.
3. The Right Honourable Sir Akbar Hydari, LL.D., President of H. E. H. the Nizam's Executive Council, Hyderabad-Deccan.
4. Dr. A. F. Rahman, LL.D., B.A. (Oxon), Member, Federal Public Service Commission.
5. Rajkumari Amrit Kaur.
6. The Honourable Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India.
7. The Honourable Diwan Bahadur Sir K. Ramunni Menon.
8. Dr. Sir Zia-ud-Din Ahmad, C.I.E., Ph.D., D.Sc., M.L.A.
9. Pandit Amaranatha Jha, M.A., Vice-Chancellor, Allahabad University.
10. Dr. R. C. Mazumdar, Ph.D., Vice-Chancellor, Dacca University.
11. Dr. C. R. Reddy, Vice-Chancellor, Andhra University.
12. H. C. Papworth, Esquire, O.B.E., I.E.S., Director of Public Instruction, Madras.
13. S. N. Moos, Esquire, M.A., I.E.S., Director of Public Instruction, Bombay.
14. Dr. W. A. Jenkins, D.Sc., I.E.S., Officer on Special Duty, Education Department, Bengal.
15. J. C. Powell-Price, Esquire, M.A., I.E.S., Director of Public Instruction, United Provinces.
16. W. H. F. Armstrong, Esquire, M.A., I.E.S., Director of Public Instruction, Punjab.
17. Dr. G. G. R. Hunter, M.A., D.Phil. (Oxon), F.R.A.I., I.E.S., Director of Public Instruction, Central Provinces and Berar.
18. G. A. Smali, Esquire, B.A., I.E.S., Director of Public Instruction, Assam.
19. The Honourable Shaikh Abdul Majid, Minister of Education, Sind.
20. Shamsul-Ulema Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.
21. S. C. Tripathi, Esquire, B.A., I.E.S., Director of Public Instruction, Orissa.

Dr. D. M. Sen, M.A., Ph.D., Secretary, Central Advisory Board of Education in India, was also present at the meeting.

5. *Items II, III and IV.*—It was resolved that (a) the information supplied by Provincial Governments be recorded and (b) the record be circulated for information and guidance to all Provincial Governments.

The Board decided that in future information should be collected not only from Provincial Governments but also from voluntary agencies with a recognised all-India status which might be in a position to supply useful data or advice in regard to specific points.

The Board felt that it would be materially assisted in discharging its function as a clearing house of information with regard to educational developments in the country as a whole if more detailed reports with regard to important matters like basic or adult education could be obtained from the responsible authorities and if these reports could be examined and, where necessary commented upon by the appropriate Standing Committees of the Board before submission to the Board itself. To achieve this object it was agreed that in future arrangements should be made for the meetings of the Board to be preceded by meetings of the Standing Committees. It was recognised that this might involve some changes in the personnel of these committees if, as is probable, it may be found convenient for them to meet concurrently.

6. *Item V.*—The Board considered the views of the Provincial Governments and Universities in India on the question of withholding the emoluments of scholarships provided out of public funds from those students whose parents are financially capable of meeting the cost of their education. It was apparent from the replies received that there was a considerable divergence of opinion on this subject. In the opinion of the Board scholarships can be divided into two categories:—

(a) prizes awarded in recognition of outstanding scholastic distinction;

(b) grants awarded to enable students of ability to continue their studies.

With regard to (a) the Board felt that these awards should be made entirely on merit and that the winners should be entitled to the emoluments irrespective of the financial circumstances of themselves or their parents.

With regard to (b) the Board were of opinion that here again merit should be the primary criterion, i.e., no student should be eligible for any award unless he had reached the prescribed standard. Subject to this proviso those eligible candidates who cannot satisfy the responsible authorities that they are in need of financial assistance to continue their studies should be awarded Honorary Scholarships and the emoluments thereof transferred in order of merit to other eligible candidates, if any, who have established their need of assistance.

It was further agreed that the practical application of this principle would involve the framing of scales of income limits which would vary at different stages of education and would take account of financial liabilities e.g., responsibility for the maintenance or education of other children devolving on the person concerned.

The holders of honorary scholarships would be entitled to claim the emoluments in the event of a change in their financial circumstances, bringing them within the prescribed income limits.

7. *Item VI.*—The Rt. Honourable Sir Akbar Hydari presented the report of the Scientific Terminology Committee, of which he was the Chairman. The report of the Committee will be found in Appendix II. The Board adopted the recommendations of the Committee subject to the following modifications:—

- (a) No. II (ii) in the Main Conclusions and Recommendations should be deleted. The great majority of the members present were of opinion that the adoption of this recommendation would introduce an unnecessary complication since the legitimate aspirations of modern Indian languages in this respect could be satisfied under (iii) which, as the Chairman pointed out, did not preclude the adoption of new words formed and evolved in accordance with the traditions and genius of a people as distinct from neologisms invented, as it were for their own sake. Rajkumari Amrit Kaur recorded her dissent from the decision of the Board.
- (b) The two main groups into which Indian languages may be divided should be Sanskritic and Perso-Arabic instead of Hindustani and Dravidian as suggested by the Committee.
- (c) The words 'Mathematical propositions and questions' occurring in recommendation No. V and in para. 12 (a) in the report to be changed to 'Mathematical processes and formulæ'.

8. *Item VII.*—The Honourable Sir Maurice Gwyer presented the report of the Social Service and Public Administration Committee, of which he was the Chairman. The report of the Committee will be found in Appendix III. A letter from the Director of the Sir Dorabji Tata Graduate School of Social Work (cf. Appendix IV) was also before the Board. The need for an All-India Council of Social Service with a central research institute was generally accepted. Discussion centred mainly on the question of the extent to which such a central institute should or could undertake the training of social workers. The general opinion was that since practically all the subjects covered by the term social service are included in the field of Provincial Administration, it would be impracticable for the training of workers to be carried out on an all-India basis. This practical training would best be done at Provincial centres. While, however, research should be the main function of the Central Institute, its students might be expected in the normal course to return to work in the Provinces and during their time at the Central Institute they would also require facilities for 'field work'. It would not be possible to decide the precise structure of the central organisation recommended by the Committee without more detailed information as to what is being done in the field of social service by various agencies, official and voluntary, in various parts of the country.

The Board adopted the Committee's report generally, but decided that before implementing its recommendations Provincial Governments and voluntary agencies of all-India character should be requested to furnish detailed information regarding (i) existing agencies engaged in social service in their areas (including universities), (ii) the scope of their activities, (iii) their relation to one another and the means adopted to co-ordinate their activities. Suggestions should also be invited as to ways and means of consolidating and extending the work of social service generally and particularly among women.

The Chairman announced his intention, should the replies from the Provincial Governments justify it, of calling a conference of representatives of Provincial Governments and voluntary agencies.

With regard to the letter from the Director of The Sir Dorabji Tata Graduate School of Social Work, the Board considered that until the reports from the Provinces had been received, it would not be feasible to consider the claims of any existing institution to be recognised as a central institute. It was, however, decided that in view of the very important work which the Tata Institute is doing in the field of social work it should be included among the agencies which it is proposed to consult in the matter.

9. *Items VIII and X.*—These two items were referred to a special committee consisting of Sir Maurice Gwyer (Chairman), the Educational Commissioner with the Government of India, Sir Zia-ud-Din Ahmad and the representatives of Provincial Governments and the Inter-University Board. This Committee met on the afternoon of January 11th and submitted its report to the Board at its meeting on January 12th. The following recommendations made by the Committee were adopted by the Board :—

Item VIII.—(a) It is desirable on educational grounds that there should be only one examination at the termination of the normal high school course, i.e., there should not be separate Secondary School Leaving Certificate and Matriculation Examination.

(b) In order to meet the varied aptitudes of the pupils and the circumstances of the vocations and professions which they may be destined to enter, this examination should cover as wide a field as possible.

(c) The Universities could and should find in such an enlarged examination the necessary qualifying test for admitting students to their courses of studies.

Item X.—(i) It is most desirable to adopt uniform designations for the teaching staff of universities and of the constituent or affiliated colleges of universities.

(ii) The indiscriminate use of the title 'Professor' by teachers of all grades in colleges and universities had well-nigh made the term devoid of its essential connotation.

(iii) The following designations are suggested :—

(a) For University teachers :—Professor, Reader, Lecturer, Demonstrator, and Tutor (the designation 'Tutor' is intended to include a teacher whose contact with students is not limited to the lecture-room, but extends to individual teaching and guidance given personally or in the company of not more than two or three students at the same time. It should be made clear that a Tutor need not necessarily be a separate grade of teacher; e.g., a Lecturer may be a Tutor also).

(b) For College teachers :—Lecturer, Demonstrator and Tutor with such variants or additions as senior or junior Tutor, senior or junior Lecturer.

(iv) While the above represents the objective which should be aimed at, it is probable that it can only be achieved progressively. The following additional recommendations are accordingly submitted:—

(a) That in the transitional period the designation 'Professor' should in no case be given to persons unless:—

(i) they occupy a University Chair; or

(ii) (in the case of a college teacher) they are of outstanding merit and scholarship and are entrusted with the responsibility of organising and conducting teaching work in a subject to the standard of an Honours or Post-graduate degree (a Board jointly representing Government and University could and should during the transitional period be empowered to decide who are entitled to the status of Professor as above defined).

(b) That Universities should not henceforward recognise the title of Professor except in the case of persons above described but in the case of present incumbents this principle would have to be applied with a good deal of elasticity and its application should be left to the discretion of the University Authorities themselves.

(v) There are certain institutions which have a quasi-University status, *e.g.*, the Indian Institute of Science, Bangalore. The principle above suggested ought to apply to them as though they were universities. If any dispute arises as to the status of any particular institution, it should be determined by the Government concerned, whose decision should be final.

10. *Item IX.*—The Board had before them the summary of the information supplied by the Universities in India as to the facilities offered by them to students of British Universities who had returned to India on account of the war without finishing their studies. The Board noted with appreciation the prompt action taken by all the Indian Universities in the interest of these students. It was decided that, (i) the concessions which the Indian Universities had given to students of British Universities who were compelled to return to India in 1940 on account of the uncertain European situation should be brought to the notice of the British Universities, (ii) the High Commissioner for India should be warned that there would probably be a rush of Indian students to British Universities soon after the war, and that Indian Universities as well as Indian public opinion would expect British Universities, in their turn, to make special arrangements to meet the needs of these students on lines similar to those followed by Indian Universities in the case of students returning from England. It was decided to call the attention of the Inter-University Board to this aspect of the matter.

11. *Item XI.*—The Board agreed as to the importance of taking steps to ensure that school buildings should be designed in future with closer attention to modern scientific standards in regard to accommodation, lighting, sanitation and ventilation and with due regard to economy. The Board were aware that a certain amount of experimental work has already been done in this sphere in different parts of India but decided that in order to collate the results of these experiments and make them available

APPENDIX I(a).

MEMORANDUM ON ITEM II OF THE AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

Views of the Provincial Governments on the recommendations made by the Adult Education Committee of the Board, 1939.

At their meeting held in May 1940, the Central Advisory Board of Education considered the report of their Adult Education Committee. They adopted all the recommendations of the Committee except Nos. 5, 10, 12, 13, 19, 21, 22, 24 and 25 with regard to which they expressed their own views which are given in the Proceedings of that meeting and also in the preface to the Committee's report. They also decided that a copy of the report together with their decisions on it, should be forwarded to the Provincial Governments for consideration and such action as they might consider necessary. This was done and the Provincial Governments were asked to submit their views on the various issues raised in the report. The information received from them is submitted herewith to the Central Advisory Board of Education.

Madras.—The Provincial Government have stated that in view of their limited finances it is not possible for them to organise directly or to aid any scheme of adult education for the whole Presidency. The general position is as explained in the note for item 4 of the agenda.

Bombay.—The Provincial Government have no remarks to offer on the Committee's recommendations as the general question of adult education is under their consideration, but they have forwarded the remarks of their Director of Public Instruction which are given below:—

Recommendation No. 1.—(Provision of facilities for adult education on the widest scale and the introduction of a free and compulsory system of primary education). It is not the non-recognition of the urgency of these measures but the paucity of funds that has stood in the way of expansion of adult or primary education on a country-wide basis. The Committee rightly point out that whatever may be achieved by the adult education movement the early establishment of a compulsory system of primary education is the only effective and permanent solution of the problem of illiteracy. In this province this has been the general policy adopted.

Recommendation No. 2.—(Immediate attention to the problem of the removal of illiteracy). Agrees that main efforts should be concentrated for the time being on literacy.

Recommendation No. 3.—(Literacy a means to further education and not an end in itself). The question of providing special facilities for those made literate and to keep them in touch with reading and writing is under the consideration of Government.

Recommendation No. 4.—(Persuasion and pressure on illiterates). So far a purely voluntary system of adult education has been adopted in the province. Pressure on adults is neither possible nor practicable. Any such move would do more harm than good.

Recommendation No. 5.—Agrees with the Board that it is premature, at the present moment, to appoint a central committee to co-ordinate efforts in various provinces.

Recommendation No. 6.—(Instruction intelligible and interesting and closely related to occupation). Entirely agrees. The present position is

that some of the adults dislike being treated as children and being made to read lessons on topics meant only for little children.

Recommendation No. 7.—(Easiest way of approach through subjects of vocational character). Agrees.

Recommendation No. 8.—(Boys under the age of 12 and those attending day schools not to attend adult centres; separate classes for boys between 12 and 16, no restrictions for girls). Agrees with the Committee so far as boys are concerned but does not agree that no such distinction should be observed in the case of girls.

Recommendation No. 9.—(Every encouragement to voluntary agencies). Efforts are being made in the province to secure the help of voluntary agencies and it is proposed to start District Associations for Adult Education. Agrees with the Committee that safeguards will have to be laid down to prevent such agencies indulging in political and religious propaganda.

Recommendation Nos. 10, 12 and 13.—It is doubtful whether it would be possible or advisable to make social service obligatory on all university students and high school pupils.

Recommendation No. 11.—(Extension in the number and scope of institutions providing technical, commercial and art instruction and inclusion of subjects of a cultural or recreational kind in the curricula). Agrees and suggests that the attention of the Committee of Direction for Technical Education should be drawn to this recommendation.

Recommendation No. 14.—(Use of mechanical aids to learning such as the radio, the cinema, the gramophone and the magic lantern). The recommendation is excellent but main difficulty will arise in regard to finance. The Committee seem to forget that most of our adult education classes are in villages and it is difficult to make use of such elaborate apparatus for all such classes. The Government have, however, at present a scheme of village publicity by means of cinema outfits and when that scheme materialises it may be possible to make use of the cinema to some extent.

Recommendation Nos. 15 and 16.—(Teachers and training). Agrees with the recommendation that steps should be taken, so far as possible, to have short-term training courses for such teachers and that care must be taken to select teachers of the right temperament.

Recommendation No. 17.—(Inspectors and Organisers for adult education work). The appointment of whole time inspectors and organisers for such classes is certainly desirable. The appointment of a whole-time Special Literacy Officer has helped the local Bombay City Committee in organising and carrying on the work of adult literacy. For the rest of the province separate arrangements do not exist.

Recommendation No. 18.—(Paid workers). Agrees with the recommendation. The experience in the province is that unless reasonable remuneration is given to people undertaking adult education work, the classes are not likely to flourish.

Recommendation No. 19.—(Libraries in rural areas). The provision of libraries and the preparation of suitable literature is under the consideration of Government.

Recommendation No. 20.—No special remarks are called for.

Recommendation No. 21.—The suggestion regarding the levy of a tax on employers of labour is a question of general policy. For the present not much difficulty is experienced if large employers of labour are approached for help.

Recommendation No. 22.—(Government Departments to see that their staffs are literate). Agrees with the Central Advisory Board of Education that it is difficult to enforce the recommendation of the Committee.

Recommendation No. 23.—(Authority responsible for adult education). Agrees that the Education Department should be the controlling authority. The general policy adopted in the province has been to pay grants only through the Education Department.

Recommendation No. 24.—No remarks.

Recommendation No. 25.—(Establishment of a Bureau to collect and distribute information). It is premature at the present moment to consider the question of establishing a Central Bureau for collecting and publishing information. The Provincial Board for Adult Education can undertake this work.

Recommendation No. 26.—The question of amending the census returns of literacy is under the consideration of Government.

United Provinces. Recommendation Nos. 1 and 2.—The Government are already providing facilities for adult education and for the introduction of compulsory primary education so far as funds of the province permit. -

Recommendation No. 3.—In this province great stress is laid on propaganda to combat illiteracy and the following means have been adopted in this direction :—

- (i) Observance of the literacy day once a year.
- (ii) Publication of the literacy posters and handbooks.
- (iii) Meetings on the market days in the rural areas by the adult school and vernacular school teachers to create a desire in the villages to become literate.
- (iv) Publicity of the work done under the Education Expansion scheme.

Recommendation No. 4.—At present the attendance in the adult schools is wholly voluntary. The people who get bonus and teachers especially appointed for this work persuade illiterates to undergo instruction but they come across tremendous difficulties. Few villagers are enthusiastic to become literate and most of those who do attend the adult schools do so reluctantly under moral persuasion. In a couple of years when all those, who are willing to become literate voluntarily, have been made literate, the necessity of some pressure on unwilling illiterates to undergo instruction may arise. The ways and means to achieve the object would then be explored.

Recommendation No. 5.—No remarks.

Recommendation No. 6.—The curriculum of the adult schools and the form in which instruction is at present given is intelligible and interesting to the students. The Provincial Adult Education Committee, however, recently appointed a sub-committee of educationists to recast the curriculum. This curriculum is under consideration and it will be adopted next year. The new curriculum is more closely related to the occupation and

personal interests of the pupil and to the social and economic conditions under which he lives.

Recommendation No. 7.—The new curriculum has kept in view the suggestion that the easiest way of approach to many adult students may be through subjects of a vocational character. It is expected that after the curriculum has been introduced and its results have been observed, the Education Department would be in a position to develop the technique of imparting literacy through vocational training.

Recommendation No. 8.—(a) In the adult schools the lower age limit for admission is 11, which is only a year less than that recommended by the Committee.

(b) No boy who is in a day school is allowed to join an adult school.

(c) The boys under 16 are taught in separate classes and are not allowed to attend the classes for the adults. In the case of girls no rigid restrictions about age are observed but few women come forward to take advantage of these facilities.

Recommendation No. 9.—Support of voluntary agencies is being enlisted in running the scheme of adult education. The Co-operative and Jail Departments are also co-operating in the work of adult education.

Recommendation Nos. 10, 12 and 13.—No remarks.

Recommendation No. 11.—The question of an extension in the number and scope of institutions providing technical, commercial and art instruction is being considered by the Provincial Government.

Recommendation No. 14.—A scheme of visual education is under consideration.

Recommendation No. 15.—A scheme for training teachers for adult schools is under consideration of the Provincial Adult Education Committee.

Recommendation No. 16.—A large number of the workers in this province are the village school teachers who take up adult education in their spare time. They are already trained. Steps are being taken to include the technique of teaching adults in the Normal Schools so that the village school teachers may do this work more efficiently.

Recommendation No. 17.—The question of appointment of inspectors and organisers to supervise the work in connection with the campaign against illiteracy will be considered if and when funds permit.

Recommendation No. 18.—This Province has not depended on unpaid service for the work in connection with Adult Education.

Recommendation No. 19.—This Government has already opened a large number of libraries and reading rooms and has also supplied free of cost text books to the pupils.

Recommendation No. 20.—A special scheme for the expansion of facilities for adult education among women has been prepared and it is hoped to bring it into operation in the near future.

Recommendation No. 21.—So far the work has been confined to villages. Attempt was, however, made to secure the co-operation of the factories and mills for making the labourers employed therein literate but its response has not been encouraging. Government have however started Social Welfare Centres, etc., in important industrial towns where adult schools have been started.

Recommendation No. 22.—This recommendation is being brought to the notice of all heads of departments with the request that the desirability of giving every encouragement to their staff to become literate may be considered. The Police Department is considering the question of making all Constables and Chowkidars literate. A scheme has been prepared and will be put into operation as soon as circumstances permit.

Recommendation No. 23.—The adult education movement in this province is under the Education Expansion Officer who is directly under the control of the Director of Public Instruction and is working with the full co-operation of the officers of the Education Department. There is a Provincial Adult Education Committee to guide the movement and District Adult Education Committees are being formed to keep in touch with the local conditions.

Recommendation No. 25.—The question of establishing a Bureau for the adult education is being referred to the Provincial Adult Education Committee and the views of this Government will be communicated later.

Recommendation Nos. 24 and 26.—No remarks have been offered.

Punjab.—Recommendation No. 1.—Facilities for the anti-illiteracy aspect of adult education have been provided in the province on a fairly wide scale and full attention is being devoted to this vital educational problem. Free and compulsory primary education is already in force in a large number of rural and urban areas and was introduced in the province long ago.

Recommendation No. 2.—The literacy work in the province has been extended from the year 1940-41. 20 paid workers in each district have been engaged, special training courses have been organised for such teachers, and two supervisors have been appointed in each district. A total sum of Rs. 98,800 has been allotted during the year 1940-41 for expenditure in connection with the anti-illiteracy campaign. 308,000 copies of 7 primers and 56,500 copies of 15 follow-up books were purchased. These books and primers are being distributed free and freight is also being paid by the Education Department.

Recommendation No. 3.—Literacy work is being carried out vigorously in the province. A large amount of follow-up literature as stated above has been produced and stocked by the Education Department and is being issued free of cost and free of freight to all who apply for such books for the use of newly-made literates. Besides this, 600 travelling libraries containing 54,565 books have been organised and distributed among the 29 districts of the province for the special use of the adults. These are in addition to the 1,594 village school libraries located in the vernacular upper middle schools situated in rural areas.

Recommendation No. 4.—The movement at the present moment is entirely voluntary. No pressure or coercion is being employed. The campaign hinges on persuasion and propaganda.

Recommendation No. 5.—One whole year was devoted to experimental work in bringing out suitable reading material and in the choice of the appropriate methods of teaching the adults before the campaign was started on a province-wide scale.

Recommendation No. 6.—Very careful consideration was given to all the points mentioned in the recommendation and fresh experience is being

fully utilized. The literature supplied is interesting and intelligible and bears close relation to the interest, bent of mind, occupation and environment of the adult readers.

Recommendation No. 7.—The suggestion of the Committee that it is unnecessary and inexpedient in view of the circumstances prevailing in India to draw any rigid distinction between adult education in the strict sense and technical, commercial or art instruction or to regard the latter as falling outside the sphere of the former and that the easiest way of approach to many adult students may be through subjects of a vocational character has been noted.

Recommendation No. 8.—In the province, no pupil under fourteen years of age is admitted to an adult school. Boys attending ordinary day schools are generally not admitted to the evening adult classes. The classes for boys are held separately. Girls are exempted from the operation of this general rule and are allowed to join adult classes for women.

Recommendation No. 9.—In the Punjab, all facilities and full encouragement are given to voluntary agencies.

Recommendation Nos. 10, 12 and 13.—The suggestions of the committee that (i) Universities should be urged to expand and popularize the work of their extra-mural departments and provide opportunities for adult students of exceptional ability to take a university course, (ii) Social Science in a practical form should be taught in all universities and (iii) the possibility of making a period of Social Service obligatory on all students in universities and pupils in the upper forms of high schools should be carefully explored, are being brought to the notice of the Punjab University for such action as they may consider necessary.

Recommendation No. 11.—The suggestion of the Committee regarding extension in the number and scope of institutions providing technical, commercial and art instruction has been noted for future guidance and necessary action in the matter.

Recommendation No. 14.—The suggestion regarding the use of cinema, etc., will be considered in connection with the adult education programme for the year 1941-42. The radio, the gramophone, and the magic lantern are already being used, wherever possible, for the education and entertainment of the adult literates.

Recommendation No. 15.—Training in the teaching of adults forms now an integral part of the revised syllabuses recently prescribed for and introduced in the normal schools of the province. The theory and practice are both included and quite the best part of the work is being done by these schools.

Recommendation No. 16.—Twenty whole-time teachers and two supervisors in each district have already been employed. The paid teachers have been given a special short course of training.

Recommendation No. 17.—The Inspector of Training Institutions and the Inspector of Vernacular Education, Punjab, have already been appointed to carry on the adult education and adult literacy work in addition to their own duties. The necessity for the appointment of whole-time inspectors and organisers has not yet been felt.

Recommendation No. 18.—Literacy work has been carried on so far on a voluntary basis but, with effect from the year 1940-41, paid workers

as mentioned in (2) above have also been engaged. It is agreed that more paid workers will be necessary in the future.

Recommendation No. 19.—There are 1,594 village school libraries for the adults in the province. In addition, 600 travelling libraries scattered fairly evenly all over the province have been established from the year 1940-41. Suitable literature is also being produced and every encouragement to authors is being afforded by the Education Department.

Recommendation No. 20.—The suggestions of the committee regarding expansion of facilities for education of adult women have been noted. Work among women has already been started through voluntary agencies and the pupils of secondary schools and colleges in the province.

Recommendation No. 21.—A good deal is being done by industrialists in this province but more can be done and this will be attempted gradually in the years to come.

Recommendation No. 22.—(Government departments to see that their staffs are literate). Necessary instructions in the matter have already been issued, in so far as the Education Department is concerned. Steps are being taken to secure the co-operation of the other departments of Government.

Recommendation No. 23.—The whole movement is centred in the Education Department. Literacy and Post-Literacy Leagues are being gradually established in divisional and district headquarters, tehsils and groups of villages. The organisation is in the process of evolution.

Recommendation No. 24.—(Financial assistance from Central Government). This does not require any comments from the Provincial Government.

Recommendation No. 25.—In the present state of finances it has not been considered advisable to establish a provincial Bureau.

Recommendation No. 26.—It is suggested that a suitable amendment in the census test of literacy, *viz.*, ability to read and write a letter, should be introduced so as to classify the adults able to read and also to write a little as literates.

Central Provinces.—The main conclusions and recommendations of the Committee traverse a wide field and would have to be scrutinised in relation to (i) the circumstances obtaining in the province and (ii) the financial position of the province, before any particular comments on the issues raised could be made.

Orissa.—While the Provincial Government are in general agreement with many of the recommendations of the Committee, they are unable to give their views on the merits of each individual recommendation. To ensure even a partial success of the scheme of literacy adumbrated by the Committee the work must have the voluntary support of the public and the illiterates in whose interest the scheme is proposed to be started. The experiment in adult education on a voluntary basis has not so far been successful in the province. The Provincial Government however consider that the recommendations of the Committee will undoubtedly be of much help in any planned scheme of adult education which Orissa is not in a position to undertake owing to lack of money and of sufficient public support.

Coorg.—The Local Administration has no views to offer on the recommendations made in the Committee's report. The Administration follows Madras in matters relating to education.

Assam, North-West Frontier Province, Sind, Delhi, Ajmer-Merwara and Baluchistan.—Have not commented on Committee's recommendations but have stated general position about adult education.

(See memorandum on item 4 of agenda.)

Bengal and Bihar.—Replies have not been received though the Bihar Government stated that it would be sent as soon as possible.

APPENDIX I (b).

MEMORANDUM ON ITEM III OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

Views of the Provincial Governments on the recommendations made by the Second Basic Education Committee of the Central Advisory Board of Education, 1939.

At their meeting held in May 1940, the Central Advisory Board of Education had before them the report of the Committee which they appointed in December 1938, to consider further issues arising in connection with the system of basic education such as its relation to other branches of education and the financial problems implicit in its adoption. They adopted all the recommendations of the Committee except nos. 7 and 8, with regard to which they expressed their own views, which are given in the Proceedings of that meeting and also in the preface to the Committee's report. The Board also desired that a copy of the report, together with the decisions of the Board thereon, should be forwarded to the Provincial Governments for consideration and such action as they might consider necessary. This was done, and the Provincial Governments were asked to forward their views on the issues raised in the report. The information received from them which is either in the form of views on the recommendations or general position about basic education in the province, is submitted herewith to the Central Advisory Board of Education.

Madras.—The Wardha scheme of education, as such, has not been introduced in the Presidency. The syllabuses for elementary schools were revised during the year 1939-40 and under the revised syllabuses "handicrafts" and "pre-vocational work" have been made compulsory in lower and higher elementary schools respectively.

Bombay.—*Recommendation No. 1.*—The Government of Bombay share the following views of their Director of Public Instruction.

"I agree with the conclusion that it will not be possible for a long time to come to provide Nursery schools. As it is, it is found difficult to find women teachers for the ordinary primary schools. At present efforts are being made to train as many women teachers for the lower standards of the primary schools and to give them in the training institutions some grounding in Kindergarten work.

In this province, unlike other provinces, the primary elementary course is spread at present over a period of five years, the first year of which is meant for infants. Provision exists for infants in the schools, and the age of admission is 6+ and not 7+. Moreover under the rules provision exists for the admission of children even under 6 with special sanction of the Administrative officer. In framing the basic school course the existence of the infants class in the schools has been taken into account and simple activities have been laid down for the infants class mainly with a view to developing habits in children. The lack of women teachers, however, is the main handicap."

Recommendation No. 2.—(Basic education course of 8 years—from the age of 6 to 14 years. Junior stage: 5 years; senior 3 years). The general

scheme suggested has been adopted in the province. The elementary course for the present consists of the infants class and four standards and the higher stage of three years.

Recommendation No. 3.—(Transfer of children after the conclusion of junior basic stage). Though the original scheme of basic education did not contemplate diversion of children to any other school till after the completion of the full basic course, there is nothing in the scheme adopted in Bombay to prevent pupils from the junior basic school migrating to a secondary school or a trade school after completing the elementary course, if the work is up to the mark.

Recommendations Nos. 4 & 5.—(Variety of courses in the various types of post-primary school, and special arrangements for those desirous of continuing their education). If the basic school becomes the normal type of school it will be necessary to make arrangements in post-primary schools to assimilate those who have completed (a) the junior basic course and (b) the full basic course. The Provincial Government agree in principle that, as regards the former, arrangements should be made to prepare the pupils for entry into industrial and commercial occupations as well as into universities. As regards the latter, arrangements will have to be made for special tuition in subjects which are not included in the curriculum of senior basic schools in order that pupils may be enabled to enter universities. The Government have not, however, examined in detail the type or duration of the courses that may have to be introduced in post-primary schools.

Recommendation No. 6.—(Suitable courses for girls attending senior basic schools). The Provincial Government share the following views of their Director of Public Instruction:—

“The recommendation made that for girls attending senior basic schools special courses should be framed is unexceptional. The Committee recommend the inclusion of such subjects as Cooking, Laundry work, Home crafts, First Aid, etc. I do not understand how it will be possible for such schools to be the normal type of schools. Nowhere in the Committee's report has the question of cost been considered. It may be possible to have a course of this type in some well-endowed schools but I fail to understand how it can be made possible to have such schools on a country-wide basis.”

Recommendation No. 7.—(Appointment of a Standing Committee). No remarks are called for.

Recommendation No. 8.—(Grant from central funds). So long as the scheme of basic education is in the stage of research and experiment—and it cannot be disputed that this is its position now—the Central Government would appear to have some responsibility in the matter. In this connection, the Government invite attention to item 12 of the Federal Legislative list. It is not fair that the Provincial exchequer should be called upon to meet in full the cost of the experiment. The Central Government should be moved to meet at least a portion of the cost. Once the scheme has passed the experimental stage the Provincial Governments would naturally not expect the Central Government to continue to bear any portion of its cost.

Recommendation No. 9.—(Central agency in each province for disposal of marketable articles produced in schools). Considerable difficulty has

been felt in the province in disposing of the yarn turned out by the basic schools. The Jail Department is not prepared to use it. Even the All-India Spinners' Association has refused to purchase it. In these circumstances, no useful purpose will be served by the appointment of a central agency.

United Provinces.—The Provincial Government agree with all the recommendations except Nos. 1 and 8 with regard to which they expressed the following views:—

Recommendation No. 1.—The Committee seems to have mixed up the terms pre-basic, 'Nursery' and 'infant classes' of the primary schools. From the point of view of this province infant class is very important. Here the children come at the age of 6 in compulsory areas and from 5 to 6 or 7 in non-compulsory areas. The number of children is always very large and therefore this does come within the purview of pre-basic as termed by the Committee. It is considered that the present infant classes of primary schools in this province should come within the purview of basic education and it is from that point of view that in these provinces arrangements have been made to convert the infant class on basic lines. From November 1940, such classes are being started.

The Committee observes on page 2 of the report that "model infants schools should be started by Provincial Governments where the correlation of Kindergarten instruction with the curriculum of basic schools may be studied and developed". This has already been done at the Basic Training College, Allahabad, where the urban section has been opened from this point of view. Women teachers for basic schools are also being trained.

Recommendation No. 8.—The Committee deals with the question of finances on pages 5 and 6, item 11, and suggests that the productive material of the schools may be sold and the proceeds deposited in the Treasury to meet the expenses of education. In this province the idea of self-supporting schools has already been rejected and self-sufficient schools are being insisted on where the material may be supplied by the school itself. Illustrative teaching aids, *tat patties*, material for art work can very easily be supplied by the school itself and by this method it is hoped that the expenditure cannot materially increase by the introduction of basic system of education. Articles produced in schools may be given away to children. At present the yearly budget of a farmer is not more than Rs. 50 to Rs. 60. If it can be possible to give in the shape of cloth (produced out of the yarn spun by the children) it would be adding materially to the farmer's budget. This can induce the parents to send their children to schools. One point that has been missed by the Committee is the attendance of children in schools. They are taken away for field labour as soon as they are able to help their parents and therefore it is necessary to provide for some incentive to the parents to keep their children at schools. If they see that the children at school would be able to bring back home something substantial it is likely that they may leave their children at schools. Besides in the lower classes marketable articles will not be produced in schools. In higher classes, i.e., V to VII, marketable articles could be produced. But as at present basic education is being introduced in lower classes the question of marketing the articles does not arise in this province.

The general position about basic education in the province is explained below:—

In August, 1938 the Basic Training College, was started at Allahabad to train teachers who would in their turn, after completion of the course be sent out to the Basic Training Centres at the head-quarters of each Inspector's circle to train teachers from the District and Municipal Board schools to start instructions in class I of primary schools on Basic lines. A similar Training Centre was opened at Benares for women which was later transferred to the Basic Training College, Allahabad.

Forty-five men graduates and 28 girls were admitted to the Training College.

In January, 1939 a course was started at the Basic Training College to train 98 Craft teachers, drawn from the vernacular schools of the province, to strengthen the staff of all Refresher Course centres.

It was decided by Government that the United Provinces scheme would not aim at self-supporting schools, but as much material as possible for the actual craft work should be made in the school. For this purpose paper-making was introduced and experiments conducted in manufacturing paper for art and craft purposes at the schools themselves and thus help to reduce the cost. In the same way spinning and weaving aimed at providing the articles required in the schools. Brushes were improvised from bamboo shoots with the ends teased out and the ordinary bazaar powder colour, such as is used in Holi, when mixed with water and fixed with a little gum arabid (babool gond) proved an excellent and very cheap medium for pattern making and self-expression for the children. Pottery was also introduced on the coil system and the containers for the paints and other necessary articles made. Gardening, bee-keeping and similar activities also formed part of the training together with manipulative and illustrative use of card board in various forms and for various purposes—including book craft as a basic craft. The College serves not only as a training ground but also as a laboratory for experiments and it is here that the curriculum is gradually being worked out and the necessary text books and suggestions for teachers prepared. Art forms the basis of all crafts.

With this staff trained at the Basic Training College, seven Refresher Course centres were opened from May 1939. Six graduates and 14 craft masters formed the staff at each centre. 250 District and Municipal Board teachers were deputed to each of these centres. These courses last for three months.

In the first course 1,720 District and Municipal Board teachers were trained and with them from the month of August 1939, 1,700 class I on basic lines were opened throughout the province. The second and the third courses also trained about 3,400 teachers and by February 1940, about 5,000 schools with class I on Basic lines were opened throughout the province. The average comes to 90 schools in each District Board and selected primary schools in each Municipal Board. From February 1940 arrangements were made for training the teachers for opening class II in those schools where Basic Education was introduced in class I.

Another batch of men and women pupil-teachers were admitted to the Basic Training College in July, 1939. They passed out in April and from July 1, 1940, this new batch was utilised in training the District and

Municipal Board teachers at the various centres. Now from July, 1940 there are eleven graduate teachers at each centre. The 98 craft teachers trained were withdrawn from the Refresher Course centres and sent back to their districts to work as Supervisors of Basic schools. The best of these have been appointed as teachers in Model Schools attached to Government Normal Schools for boys and in Central Training Schools.

The graduates who were trained in 1938-39 have been called back to the Basic Training College from July, 1940 to learn the technique of teaching for classes III and IV and to work out the details of the syllabus. They will finish their training in December, 1940.

The women trained at the Basic Training College were sent to Girls' Government Normal Schools to teach in the Model Schools attached to the Government Normal Schools on Basic lines. They have also been sent back to the Basic Training College from July, 1940 and their places have been taken by the women teachers who passed out in April, 1940 from the Basic Training College.

One teacher from each Government Normal school (both from boys' and girls') and one Drawing Master from each boys' Normal School were given Refresher Course training at the Basic Training College. With the help of these teachers arrangements have been made to introduce the scheme in Normal Schools as well. The Model Schools attached to the Government Normal Schools are being staffed with the craft teachers trained at the Basic Training College. The aim is to gradually introduce the scheme in all the Normal Schools so that the teachers may be trained directly from the Normal Schools for opening Basic Schools.

The inspecting staff too is being gradually called to the Basic Training College for training. At present 49 Sub-Deputy Inspectors have already been trained and 48 are undergoing training for three months. Within two years all the Sub-Deputy Inspectors will come to the Basic Training College for training so that they may be able to supervise the work of Basic Education in their various districts.

So far 8,622 teachers have been trained and 4,738 schools have started teaching class I on Basic lines, class II, has started in nearly half. At present Government wishes to complete these primary schools up to class IV before launching the expansion to other schools of the province. From November, 1940, infant classes attached to Basic schools are also being converted on basic lines. Thus many schools have three classes on basic lines—classes infants, I and II. From July, 1941, class III will be gradually introduced. The Refresher Courses will go on training teachers and by July, 1942, five full classes will be working in the Basic schools. By the beginning of January, 1943, there will be about 5,000 full primary schools working on basic lines.

Text books and suggestions for teachers giving details of various subjects in the curriculum are being prepared at the Basic Training College and arrangements have been made for their publication.

Experiments at erecting cheap buildings are also being carried out. It is possible to set up an outdoor school with thatched class rooms and a store room for a primary school at a cost of about Rs. 250 to Rs. 300 instead of spending Rs. 6,000 on buildings. Such a school building has been in use at the Basic Training College for more than two years and

continues (up to the 31st March 1941 for the present). The results of the experiment are calculated to furnish the data necessary for the proper appreciation of the financial implications involved in the practical introduction of the basic syllabus. It is yet too early to judge the results of these experiments definitely.

North-West Frontier Province.—Four teachers have been given training in the system of "basic" education and have started work in two village schools. If their work proves successful, the scheme will be extended.

Sind.—The question of the introduction of the Wardha scheme was referred for consideration to the Sind Education Reorganisation Committee who have not submitted their report. The views of the Provincial Government on their recommendations will be communicated later.

Orissa.—The recommendations of the Committee in regard to the method of improvement of basic education are helpful and have been brought to the notice of the Board of Basic Education. The Provincial Government have no comments to make on the recommendations except that the basic schools being primarily intended for rural areas it would be impossible to get voluntary agencies to start pre-basic schools of efficient type as recommended by the Committee.

A scheme of basic education was started in the province in 1939-40 purely as an experimental measure. Although it is too early to express any definite opinion about the utility of the scheme, the income of the institution has been trifling in comparison with the expenditure involved in it. Judged from the economic aspect the scheme has so far been a failure.

Coorg.—The local Administration has no views to offer on the recommendations made in the report of the Second Wardha Education Committee. The Administration follows Madras in matters relating to education.

Delhi.—In connection with the "basic" education scheme, a school has been opened through the agency of the District Board and is reported to be doing satisfactory work. The scheme for the re-organization of education in the rural area has been found on being worked out, to be so expensive as to be clearly impracticable in present financial conditions.

Assam, Ajmer-Merwara and Baluchistan.—The Provincial Government and Local Administrations have not expressed their views on the recommendations made by the Committee nor have they stated the position as to "basic" education in their provinces.

Bengal and Bihar.—Replies not received though Bihar stated that the reply would be sent as soon as possible.

APPENDIX I (c).

MEMORANDUM ON ITEM IV OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

(A) *Developments in Primary Education.*

A summary of the views of the Provincial Governments on the Report of the Vernacular Education Committee was placed before the Central Advisory Board of Education at its meeting held in December 1938. While noting with satisfaction the action taken by several Provinces on the lines suggested in the Report, the Board desired to be informed of further developments in the matter. Accordingly a subsequent report received from the Provincial Governments was submitted to the Board at its meeting held in May 1940. A further report in regard to developments in Primary education as obtained from the Provincial Governments is again submitted for the information of the Board.

Madras.—No fresh development in primary education has been reported.

Bombay.—After the amendment of the Primary Education Act in 1938 the Inspecting staff has been taken over completely by Government and placed in each district under Deputy Educational Inspectors who function independently of the Local Authorities. Experience has shown that this change has had a salutary effect on the morale of teachers.

As a result of the recommendations of the Committee appointed to examine the question of the training of teachers, a scheme was formulated with a view to training within a period of about 10 to 15 years all the teachers in the service of Local Authorities who are forty years of age or under. This scheme was introduced in 1939 and provides for a continuous course of training for two years in place of the former intermittent training. It is hoped that as a result of this scheme the proportion of trained teachers will increase materially within a few years.

The syllabus for primary schools has also been thoroughly revised. The revised syllabus aims at eliminating the narrowing influence of rigid formal work and now provides in all subjects a wide range of material and gives option of essential topics to suit the needs of various types of schools. It is hoped that this syllabus will bring school work into closer touch with the everyday life of the children in rural areas. A special simplified syllabus has also been laid down for small one-teacher schools and is now being followed in almost all small village schools.

During recent years with a view to liquidating mass illiteracy, efforts have been made to encourage the opening of B class schools in small villages with a population of less than 700. Although the general control of Primary Education is in the hands of the Local Authorities, Government has undertaken to aid direct from provincial funds these schools opened by private associations and individuals. The actual expenditure incurred by Government by way of grants was over Rs. 7 lakhs during 1939-40 and there are 5,000 schools of this type functioning at present.

Special provision has also been made in the budget for grants for Physical Education in Primary Schools and Local Authorities have been asked to frame schemes for the medical inspection of school children.

In the case of girls' schools the standard of work has been raised and these schools now have been brought up to the level of boys' schools and

teach up to Standard VII, i.e., one year's additional work has been introduced in all girls' schools.

Punjab.—The Provincial Government have no fresh development to report except that the Government have decided that the present classification of primary (Classes I-IV) and middle (Classes V-VIII) departments of schools for boys should continue for the present, and that the revised syllabuses framed by the Revision Syllabus Committee should be spread over the existing classes.

Assam.—The Provincial Government agree with the steps taken by the Madras Government with a view to prevent wastage of funds on uneconomical or inefficient schools. As regards expansion of schools—in number and size—the Government realize that there must at first be a survey leading to the formulation of a plan of expansion, and thereafter they will make the necessary budget provision to meet the cost of increasing the number of schools and giving increased grant to one-teacher schools for employing second teacher, where the number of children in the higher classes is appreciably large.

The Local Bodies are not prepared to transfer control over the schools and the staff to the Education Department *in toto*. But the Provincial Government think that it should be possible to enforce through departmental proceedings or otherwise such control as may be necessary in public interests in regard to the appointment of trained teachers, and the unsettling of teachers by transfers. It has been recognised that Government must step in for the protection of teachers and should make their educational grant subject to Government having the power to enquire into and intervene in cases of wastage or misapplication of funds or undue disturbances of teachers.

North-West Frontier Province.—The Provincial Government have not reported any fresh development in regard to Primary education.

Sind.—The Bombay Primary Education Act, 1923, has been amended by the Sind Act 24 of 1939 with a view to strengthen Government control by taking over the Inspecting and Supervising staff of the Local Authorities.

Compulsory Primary Education has been introduced in three Talukas after the separation of Sind. It is now proposed to extend compulsory education to another Taluka. Government intend to introduce compulsory education in one Taluka every year.

The question of introducing compulsory Primary education for girls in the Lyari Quarter of Karachi is being pursued in consultation with the Karachi Municipal Corporation.

Coorg.—There are no recent, or prospective, perceptible developments to report in regard to Primary education.

Delhi.—A comprehensive scheme of education in the rural area has been submitted to the Government by the Superintendent of Education. The scheme covers the whole of the rural area which will be divided in ten educational circles and two of these circles will every year be brought under the operation of the scheme. It aims at the provision of compulsory Primary education course of 5 years' duration for all boys and girls in the

rural area of Delhi. It is proposed to start co-educational Primary schools with a staff of women teachers. These schools will have three years course. For the next two years classes will be held in the same building but teaching will be provided separately for boys and girls. It is intended to follow up the Primary school course by the provision of separate and attractive middle schools for boys and girls where arrangements will be made for Agriculture and Handicrafts. If funds are available, it would be possible to complete the scheme in six years.

Ajmer-Merwara.—The number of Primary schools for boys increased from 234 to 238 during the year 1939-40 and the enrolment from 13,201 to 14,650. This progress is creditable because it was attained in the face of a severe famine which at one time reduced the attendance to nil. The situation was faced boldly, and a number of Primary schools were transferred to the famine camps where they worked satisfactorily. With a view to encourage instruction in elementary physical training and games in Primary schools for girls, the Education Department supplied their district schools with equipment to facilitate such instruction. Managements of private schools in urban areas were asked to afford similar facilities in their schools.

Baluchistan.—The Primary school syllabus was revised to provide for the teaching of Hand-work, including gardening and the correlation of Hand-work with other subjects in the syllabus. A certain number of village teachers are being trained each year in the new methods of teaching Urdu reading according to the Moga Method and in the teaching of Hand-work.

The Local Administration agrees with the Punjab Government that the Primary course should consist of five rather than four classes, but no progress can be made in this direction until funds are made available so as to provide at least two teachers for each village school of five classes.

Bengal and Bihar.—Replies have not been received though in one case it has been stated that reply would be sent as soon as possible.

United Provinces and Central Provinces.—The Provincial Government have sent a report on the recent and prospective development in primary (basic) education, which is given in the memorandum on item 3 of the agenda.

Orissa.—The Provincial Government have little to note regarding the recent and prospective developments in primary education. The Local Self-Government Bill which contained provisions relating to compulsory education could not be placed before the Legislature before the constitution was suspended. The Provincial Government do not consider it desirable to pass this legislation during administration under section 93 of the Government of India Act. Primary education in this province is controlled in North Orissa by the local bodies and in South Orissa partly by local bodies and partly by a Council known as the District Education Council. The two parallel systems of managing elementary schools have not been conducive to the best interest of the primary education. The Provincial Government have under consideration the proposal to abolish the District Educational Council and to bring all elementary schools under one system of management and control.

Another matter worth mentioning is the question of levy of education cess. In one district of the province the local bodies have been given power to levy an education cess while in the remaining districts no such tax is levied. The question of unification of the systems has also been engaging the attention of the Provincial Government and it is hoped that in due course a method will be devised which will bring about uniformity not only in the control and management of primary education throughout the province but also with regard to the levy of tax for the purpose.

APPENDIX I(c).

MEMORANDUM ON ITEM IV OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

(B) *Progress in Adult Education.*

The Adult Education Committee of the Central Advisory Board of Education had recommended *inter alia*, that "in a movement of this character the utmost freedom must be allowed to experiment and regard must be had at all times to local conditions. No useful purpose would be served by attempting to prescribe methods or draw up a code applicable to India as a whole. Valuable assistance might, however, be afforded to Provincial Governments and other authorities responsible for adult education if a Committee of experts were appointed to report on questions of teaching technique and survey the results of experiments". The Central Advisory Board of Education to whom the report of the Committee was submitted at its fifth meeting held in Simla in May 1940, was of the opinion that it would be premature at this stage to appoint a Committee as suggested in view of the fact that it was too early to survey the progress of the movement as a whole or to assess the results of the experiments that were being carried out in many areas. The Educational Commissioner was accordingly asked to collect information from Provincial Educational authorities as to developments in their areas and to prepare a statement for the Board. The progress so far made in adult education movement as reported by the various provinces is shown below and is submitted to the Central Advisory Board of Education for information.

Madras.—During the year 1939-40 there were 28 Adult Education Classes (26 for men and 2 for women with 1,109 men and 69 women under instruction), and 223 Night Schools (217 for boys and 6 for girls with a strength of 10,452 and 296 respectively) working in the Presidency. In view of limited finances the Provincial Government do not consider it possible to organise directly or even aid any scheme of adult education for the whole Presidency. They further consider that in the existing conditions adult education classes are of doubtful value and that primary education should receive priority. The whole work has therefore been left to be done by private agencies and local bodies.

Bombay.—The scheme of Adult Education was started by the Provincial Government in 1937 with only 29 classes and in order to spread the movement a special committee was appointed to work out a detailed scheme. In view of the prohibitive cost involved, the recommendations of the Committee could not be accepted. The Government, however, appointed a Board of Adult Education—

- (1) to submit for the approval of Government a programme for the spread of Adult Education in the province;
- (2) to conduct propaganda for the removal of illiteracy and other forms of ignorance;
- (3) to encourage and supervise the publication of suitable literature for Adult Education;
- (4) to consider schemes referred to it by Government or submitted by private bodies for the spread of Adult Education;

- (5) to advise Government as to the best manner of aiding the existing Adult Education classes and organising the work of such classes on a voluntary basis;
- (6) to advise Government as to the best methods of harnessing the enthusiasm and spirit for national service among the educated youths of the province for the drive against mass illiteracy;
- (7) to suggest means for co-ordinating Adult Education among villagers with other forms of rural reconstruction;
- (8) to advise Government on the question of implementing the various recommendations made by the Adult Education Committee; and
- (9) to collect funds.

In consultation with the Adult Education Board a scheme for the registration of workers and grants-in-aid to Literacy Classes was put into operation, and a sum of Rs. 40,000 was placed at the disposal of the Divisional Inspectors at the rate of Rs. 2,000 per district.

According to this scheme, the Adult Education workers are registered by the Provincial Board for Adult Education, and Literacy Classes conducted by these registered workers are recognised by the Government Inspecting Officers of the districts. The work of inspection and holding literacy tests of these classes and the payment of grants to them are in the hands of the District Educational Officer. Ability to read a paragraph in the Primary Second book with understanding and to write answers to four or five simple questions is the standard laid down for literacy. The grant admissible according to the scheme to a recognised Adult Education Class was as under:—

- (a) A basic maintenance grant of Rs. 5 per mensem and Rs. 2 per illiterate adult literate or a capitation grant of Rs. 4 per made adult made literate, at the option of the workers.
- (b) In addition, a non-recurring grant for equipment equal to the cost of articles purchased not exceeding Rs. 40.

As a result of the impetus given to the movement, the number of adult classes rose to 2,300 during the year 1939-40 and 13,200 adults were made literate. The total amount of grant paid to these classes was Rs. 86,000 but roughly about Rs. 27,000 was paid by way of an equipment grant. The average cost per literate amounted roughly to Rs. 4-8-0. In view of the heavy cost the grant was reduced during the course of the year and fixed as under:—

An equipment grant of 12 and a capitation grant of Rs. 10 on every adult turned literate, or one Rupee in the case of classes where there is no Local Board School in the locality.

This reduction in the rate of grant proved a damper and there was a fall in the number of classes. At the end of 1939-40, nearly 50 per cent. of the classes disappeared and only 25 per cent. of the adults attending the classes became literate.

The budget allotment during 1939-40 was Rs. 2,85,000 but the expenditure amounted to Rs. 1,56,000.

The whole scheme is again under review as the methods adopted so far have not proved a great success. Classes have not been made sufficiently attractive and they are handled by men having little experience of such work.

Bengal.—In March 1938, the Education and the Rural Reconstruction Departments decided that Government should take up the responsibility for the education of adults and that this should be a definite function of the Department of Rural Reconstruction. The Director of Rural Reconstruction accordingly drew up a plan for adult education along with that of Rural Reconstruction. A Primary and Adult Education Committee was set up in August, 1938. Consideration of the scheme regarding the adult education was held up pending the deliberations of the Committee. The Committee has reached its conclusion and the report is being made ready.

On instructions from the Director of Rural Reconstruction, specifically in December 1938 and November 1939, and also generally at other times, country-wide activity for adult education took the work previously done over several further stages at once. The Director's extensive tours in the province spread enthusiasm among local official and non-official workers even in least accessible tracts.

As a result of this drive, about 10,000 night schools attended by about 150,000 adults have been established in the Presidency. They are run mostly from locally raised contributions, in a few cases from Union Board funds, and in a still fewer cases out of the discretionary grant of the Home Department. In some places, elaborate plans of campaign against illiteracy have been prepared. In others, novel and interesting methods, e.g., Thumb Impression Campaign, have been introduced. Literacy in Chaukidars has been widely insisted upon; Adult Education Weeks have been organised and village libraries, circulating or otherwise, have been established. The training imparted to the Circle Officers, the University and College students of Calcutta, and to village workers and local officers in about 50 Sub-divisional Training Camps has yielded satisfactory results in adult education.

United Provinces.—The Education expansion scheme, divided into two parts (1) creation of literacy, and (2) maintenance of literacy, was formally inaugurated on July 15, 1939. This day was observed as the Literacy Day throughout the province, which aroused public interest in the scheme. As a result, Rs. 38,690 were collected for the purpose. Again February 4, 1940, was celebrated as the second Literacy Day. The money realised from the sale proceeds of the Literacy flags and button-holes amounted to Rs. 10,281.

Creation of Literacy.—(i) 960 adult school teachers were appointed and each teacher was given a group of 8 to 10 villages. 915 schools were given aid with a view to encourage literacy schemes. The greatest emphasis was however laid on the bonus scheme under which each voluntary worker who made a person literate was offered Re. 1. Local bodies, factories, banks, etc., were requested to arrange for making all their menial employees literate. All the Intermediate colleges, High schools and Vernacular middle schools were requested to adopt a village each and to try to make all educable and willing adults in that village literate within a year. Altogether 437 institutions (out of 1,197) adopted this scheme. The student community succeeded in teaching 153,251 persons to sign their names.

Text books were supplied free of cost. Some special teaching appliances were distributed among schools.

The standard of literacy fixed is the attainment of (1) ability to read a piece of the standard of Class III of primary school with a fluency of about 30 to 40 words per minute, (2) ability to write simple sentences, and (3) the possession of a very elementary knowledge of the Geography of India and Arithmetic. The total number of persons made literate during the year 1939-40 was 279,604 (which excludes figures for Barcilly, Hardoi and Unao).

Maintenance of Literacy.—(ii) With a view to prevent new literates from relapsing into illiteracy 768 libraries, and 3,600 reading rooms were opened in rural areas on the first Literacy Day. Each library is supplied with about 300 books in Hindi and Urdu, besides necessary equipment. Each library has five branches within a radius of 5 to 8 miles which receive a box containing 20 to 30 books each month. The numbers of Hindi and Urdu books supplied to these libraries are 158,721 and 51,015 respectively. Each reading room is being given also two weeklies and one monthly magazine in Hindi and Urdu according to local demand. In places which have educated or literate women, special ladies' magazines in Hindi or Urdu are also supplied. The total number of copies of the weeklies supplied to the reading rooms per week was 7,200 and that of the magazines supplied each month was 4,150. The men-in-charge of the reading rooms who are required to read out newspapers to the illiterate villagers get an allowance of Re. 1 per month for this work. In addition to the Government rural libraries, private libraries have also been opened in rural areas and Government have been giving them grant varying from Rs. 36 to Rs. 96 per year according to the size and usefulness of the library. They are also being given two periodicals in addition to the grant.

At present the problems before the Provincial Government are (i) the production of suitable literature for the new literates, and (ii) the method of teaching. Steps are being taken to publish small books on suitable topics in the simplest possible language, and provide them to the people through the adult school teachers who are in close touch with their erstwhile pupils. Regarding the second problem, it is proposed to organise short training courses for the adult school teachers in every district next year.

Punjab.—Dr. Laubach's method has been given a very fair trial in the province. The results produced have been extremely gratifying.

In 1939-40, the Provincial Government embarked upon a 5-year programme for the eradication of illiteracy in the province and sanctioned a sum of Rs. 22,800 for the purpose during that year. The campaign aims at educating (a) illiterate adults, (b) illiterate boys of school-going-age in a non-compulsory area whose parents do not find it possible or worth their while to send them to school and (c) boys between the ages of 12 and 18.

As a result of this drive, 106,473 adults were under instruction on the 31st March 1940, as compared with 45,440 on the same date of the preceding year. For the corresponding years, the number of adults who attained literacy was 50,779 and 13,296 respectively. Altogether, 3,897 adult literacy centres were in existence.

All the Government Normal Schools in the province are doing intensive anti-illiteracy work through their pupil teachers in the villages in their

neighbourhood. While at home during the summer vacation, they undertake this work in their villages. Similarly the staff and students of Government, Board and privately managed schools and colleges do this work. The Inspecting staff have also been paying special attention to adult literacy work and impress, upon the institutions they inspect the desirability of opening literacy leagues. Adult educational centres have been organised in factories, jails, mosques, temples and gurdwaras.

The movement spread also among women. One Circle had 124 centres with 1,565 adult women under instruction, another 700 and the third 2,836.

Prior to 1940-41, the teaching work in the anti-illiteracy campaign was being conducted solely on a voluntary basis except that the Education Department supplied primers and follow-up literature free of cost. During 1940-41, sufficient provision was made in the budget to give an added impetus to the movement by employing paid workers. The details are given below:—

- (i) 20 teachers at Rs. 7 per mensem each have been employed in each district to undertake the work of teaching illiterate adults.
- (ii) A sum of Rs. 100 has been allotted to each district in order to meet the expenditure of a short training course to these teachers for a period from one to two weeks.
- (iii) The district boards have been asked to spare from their vernacular teachers' cadre two senior teachers whose pay would be considered as approved expenditure on vernacular education and who will supervise the work of other teachers, and will work under the guidance of District Inspectors. The supervisors will get a conveyance allowance of Rs. 15 per mensem. These inspectors will also get Rs. 15 per mensem as extra conveyance allowance.
- (iv) A sum of Rs. 100 has been given to each district to provide cash prizes to voluntary workers.
- (v) A sum of Rs. 150 has been placed at the disposal of each district inspector to meet the contingent expenditure.

In addition, a sum of Rs. 25,000 was provided for the production and distribution of literature.

Efforts were also being made to canvass voluntary work in this campaign and for this purpose school and college students, literate adults in cities and villages, religious bodies and other public and philanthropic organisations were awakened to this responsibility through personal contact and propaganda.

Bihar.—During the year 1930-40, the experience gained in the first year of the literacy campaign was utilised to improve the machinery for organisation and supervision of literacy work. One Thana in each District was selected for intensive work, and the literacy work in the Thanas selected in the first year was continued for three months more in the second year with a view to prevent the new literates from relapsing into illiteracy. 4,000 village libraries in Hindi, Urdu and Bengali were started and weekly newspapers were supplied to about 2,000. Outside these intensive areas there were about 100 literacy centres in each district.

Sugar-Mills, High Schools and Colleges also continued their literacy activities. Literacy work at Jamshedpur was carried on efficiently. The campaign to make the illiterate members of their family literate was started by the pupils.

The movement, however, received some setback on account of the resignation of the Congress Ministry and the outbreak of the War. But vigorous steps were taken to stimulate it and the movement continued to make steady progress. On the Bihar Literacy Day, which was celebrated on the 14th July 1939, medals and certificates were awarded to good workers. Literacy work in jails was also continued as in the previous year and 9,000 chauhkidars attained literacy during the year.

During the year 1939-40, there were 18,878 literacy centres attended by 1,168,325 persons, including 455,553 who were in the Post-Literacy Class. 413,482 became literate during 1939-40 against 450,000 the previous year. The number of Literacy workers was 20,567, of whom 5,267 were Primary School Teachers, and the others non-teachers.

The educational institutions made 18,155 persons literate. The total cost of the campaign came to a little over 2 lakhs of which Rs. 1,80,510 were paid by Government and the rest met from contributions.

Over 9,000 women attained literacy during 1939-40.

Primers were printed in Hindi, Urdu, Bengali, Uraon and Mundari. The fortnightly news-sheet "Roshni" was regularly published and distributed to all the Centres.

Central Provinces.—In 1937-38 a scheme for the establishment of 50 adult schools was sanctioned by the Government. The schools were started by local bodies with the approval and assistance of the Education Department, the grant paid per annum being Rs. 40. Actually 47 adult schools were started in 1937-38, of which one was closed during that year, 16 during the next year, and 5 during 1939-40.

On account of lack of sufficient funds, lack of sustained interest on the part of local bodies and a poor response from the adults, adult education did not make satisfactory progress in the province.

The scheme of village public libraries started by the Education Department in 1928 seems, however, to have taken root. Altogether there are 44 libraries attached to middle schools situated in the rural area under the control of local bodies and an equal number of circulating libraries. Those libraries help the cause of adult education to some extent.

Assam.—A mass literacy movement has been started in the province from the 11th September 1940. The main features are:—

- (1) It is proposed to open at least 100 centres for Mass Literacy Work in each sub-division of two Valleys of the province. Each Municipality will also have a few centres out of those allotted to each Sub-division.
- (2) The class for the teaching work should ordinarily be held in the existing local Primary or Middle Schools. It may also be held in a temple, mosque, or in a house built for the purpose by the local people.
- (3) The teaching work will be entrusted to efficient teachers of the Primary Schools of the Sub-division. All the selected

teachers will have a course of instruction for Mass Literacy work at centre meetings.

- (4) The teachers will receive a regular additional salary varying from Rs. 2 to Rs. 5 per mensem according to the strength of the classes, but the amount will be paid at the end of a term of 3 months after watching the results of their teaching the illiterates and efforts made in this direction.
- (5) The standard of literacy will be judged from "Test Cards" which the pupils will be required to fill in.
- (6) Any students or Public Associations may take up Literacy Work and organise centres. The Provincial Literacy Committee will lend primers, etc., to the Centre and if funds are available the Centre may also be helped with a small grant-in-aid to meet the contingency charges and remuneration to the teachers engaged. The sub-divisional committee will make an effort to raise money by any means to help the centres.
- (7) Certain organisations such as Tea Garden concerns, Oil Companies, Mills, etc., may start centres on their own accounts.
- (8) A few centres may be reserved for literacy work among women, but such centres should be opened only in localities where there are a sufficient number of lady volunteers.
- (9) Literature will be supplied to enable the adults to have greater proficiency in reading and to widen mental outlook.
- (10) Efforts will be made to—
 - (i) start village libraries in the centres;
 - (ii) organise circulating libraries; and
 - (iii) publish news-sheets, etc.

North-West Frontier Province.—On account of the poverty of the province, neither the Government nor local bodies could allot any considerable funds for the progress of adult education. But in response to an appeal issued by the Education Department to all teachers under them, 243 night classes attended by 8,501 adults came into existence during 1939-40. The Government sanctioned a grant of Rs. 6,000 for the upkeep of these classes and for providing primers, takhties, pens and ink to the adults. About 3,000 of the adults have acquired a fair amount of literacy but there is a danger of their relapsing into illiteracy, as village libraries containing suitable books do not exist. Moreover, adults are not regular in attending classes.

Sind.—The Provincial Government undertook an extensive scheme of mass education during the year 1939-40. While some results were achieved, it was found that without sustained effort and non-official help no headway could be made in this sphere. The Government is reconsidering the scheme in the light of the experience gained.

Orissa.—In 1939, the Provincial Government launched a campaign for abolishing illiteracy. The work was started with as much voluntary efforts as possible and grants were made towards the cost of equipment of these classes. Teachers and students alike joined hands and a number of centres were opened throughout the province. Short courses of instruction were organised for the teachers, students and other workers in the art of teaching adult illiterates, and pamphlets on the psychology of adults

and on adult learning were published and distributed to workers. 500 students worked during the summer vacation of 1939 and made 1,500 adults literate. By the end of the year 1939-40 there were 907 centres attended by 21,737 adults out of which 19,870 attained literacy.

As the results, however, did not come up to expectations, centres were limited to areas where there was real enthusiasm. Thus the number of centres was reduced to 433 with 9,392 on rolls.

The financial position of the province did not permit the organisation of travelling and circulating libraries, and so the newly made literates were encouraged to fall back on such literature as was available and written in simple language on topics, agricultural, hygienic or religious. It has been proposed to publish and to supply a fortnightly news bulletin to literacy centres when a sufficient number of them are opened.

Ajmer-Merwara.—During the year 1939-40, all adult schools run by the Co-operative Department were closed down for want of funds. The District Board also withdrew their grants to such schools with the result that this branch of education suffered a serious setback. There are only two Adult Primary Night Schools, one run by the Municipal Committee and the other by the Cantonment Board.

Coorg.—The only attempt towards Adult Education that has been made recently is the Night School opened at Koodige in North Coorg for the education of the adults of the locality. The school is being run by the Better Living Society of the place and aid towards the expenditure of oil for lighting the school has been promised by the Coorg District Board. The school is run by one teacher and the strength is 32.

Delhi.—Progress in adult education has not been satisfactory. Unless separate and well-qualified staff is provided for work in night schools, no scheme for adult education can make any real success. In the rural areas there is very little enthusiasm on the part of adults. Failure of rains and famine conditions have made progress in this direction even more difficult.

Baluchistan.—A few classes for adults were opened during the year 1940-41. It is too early to say whether these will prove successful.

Summary Statement—Adult Education, 1939-40.

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Province.	Schools and classes.	Library.	Reading rooms.	Enrolment.	Number rendered literate.	Grants-in-aid.	Voluntary contributions.	
Madras	251	...	...	11,926	...	Rs. ...	...	Adult education work left to private agencies in view of limited finances.
Bombay	2,356	..	...	56,000	13,200	86,580	...	50% of the classes disappeared due to reduction in grant and only 25% rendered literate at the end of 1939-40.
Bengal	10,000	...	...	1,50,000	...	...	...
United Provinces	915	768	3,600	...	2,79,604	Rs. 38 to Rs. 96 per private library opened in rural areas	...	2,09,738 Hindi and Urdu books supplied to the libraries
Punjab	3,897	...	...	1,06,473	50,779	22,800	...	7,200 weeklies to Reading rooms per week. 4,150 Magazines to Reading rooms per month.
Bihar	18,878	4,000	...	11,08,325	4,18,462	1,80,510	10,490	Education Department supplied free of cost primers and follow-up literature to the classes.
Central Provinces and Berar	5	44	...	...	...	...	...	2,000 weekly newspapers in Hindi, Urdu and Bengali were supplied to the libraries, also news-sheets.
Assam . . . . .	...	...	...	...	...	...	...
North-West Frontier Province.	243	...	...	3,501	3,000	6,000	...	No village libraries.
Sind	1,700	2	...	60,150	23,995	20,000	1,61,193	Books, charts and slates, etc. were supplied to the various centres. In some districts moving libraries have been opened to make the work permanent.
Orissa	907	...	...	21,737	19,870	...	...	No funds for establishing travelling and circulating libraries, proposal to publish and supply fortnightly news bulletin.
Ajmer-Merwara	2	...	...	...	...	...	..
Coorg	1	...	...	32	...	...	...	Run by the Better Living Society and managed by one teacher.

APPENDIX I (d).

MEMORANDUM ON ITEM V OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

Withholding of the emoluments of scholarships from those students whose parents are able to provide education without financial assistance from public funds.

The Central Advisory Board of Education considered, at their fifth meeting held at Simla on the 6th and 7th May 1940, the question whether it was in the public interest to withhold the emoluments of scholarships and stipends granted out of Government funds from those candidates whose parents were able to provide education without the assistance of a scholarship. It was recognized that one of the objects of granting scholarships from public funds was to enable poor students of ability to prosecute their studies further than they would be able to do if dependent on their own resources. As the funds available for education were by no means abundant, the Board felt that there was much force in the view that payment of scholarships should be withheld from children of well-to-do parents and the money thus released utilized for the award of scholarships to poorer students. At the same time, as scholarships conferred upon the winners a distinction which might be a valuable asset in their future careers, and as it would not be fair to deprive children of well-to-do parents of the opportunity of securing such distinction, the Board were inclined to the view that a winner of a merit scholarship, whose parents were able to provide education without the financial help of a scholarship, should be treated as an Honorary Scholar, the emoluments of the scholarship being made available to him only in the event of his circumstances deteriorating during his tenure of the scholarship to an extent that would make him eligible for financial assistance. Before however arriving at a final conclusion in the matter, the Board desired to be furnished with the views of Provincial Governments and Universities in the matter. The question was accordingly referred by the Government of India to Provincial Governments, Local Administrations, Indian Universities and Indian States possessing Universities of their own. A summary of the replies received is appended for the information of the Board.

SUMMARY OF REPLIES RECEIVED FROM THE VARIOUS PROVINCIAL GOVERNMENTS, LOCAL ADMINISTRATIONS, INDIAN STATES AND INDIAN UNIVERSITIES ON THE QUESTION OF WITHHOLDING THE EMOLUMENTS OF EDUCATIONAL SCHOLARSHIPS FROM THOSE STUDENTS WHOSE PARENTS ARE ABLE TO PROVIDE EDUCATION WITHOUT FINANCIAL ASSISTANCE FROM PUBLIC FUNDS.

The Government of Madras report that the scholarships instituted by them are generally granted only to poor students of promise and that the suggestion of the Central Advisory Board of Education is already in vogue.

The Madras and Andhra Universities agree with the general principles enunciated by the Central Advisory Board of Education.

The Government of Bombay agree that merit scholarships should not be monetary except where the economic circumstances of the student justified it or where, as in cases of Fellowships, certain definite responsibilities like taking occasional classes, etc., were imposed on the recipients.

The Bombay University is not in favour of restricting the scholarships to poor students only.

The *Government of Bengal* report that they have already accepted the principle that payment of scholarships should be withheld from children of well-to-do parents, who should be treated as 'Honorary Scholars'.

The *Dacca University* is in accord with the general principles of the proposal but feels that there are serious difficulties in devising practical means to give effect to it. The University is, therefore, unable to express any opinion unless a concrete scheme of award is framed.

The *Government of the Punjab* state that the principle is already in force in the Province. They report that under the Punjab Education Code, Government scholarships are not awarded to students who cannot furnish a certificate to the effect that the income of the father or the guardian is below Rs. 5,000 and that he does not pay land revenue exceeding Rs. 1,000. They add that scholars who cannot furnish such a certificate but are otherwise eligible are declared 'Honorary Scholars'.

As the number of merit scholarships is very limited, the *Punjab University* does not consider it desirable to award them on considerations other than merit. It suggests that, if funds are available, stipends should be given to poor but bright students who fail to win merit scholarships.

The *Government of Assam* do not accept the proposals but remark that there are ordinarily very few students in that province holding scholarships, whose parents are able to provide education without state assistance.

The *Government of Orissa* agree with the tentative views of the Central Advisory Board of Education. They further suggest that if the financial position of an 'Honorary scholar' deteriorates during his tenure of the scholarship, Government should assist him in his need without depriving the other less meritorious scholar of the scholarship already awarded.

The *Government of Sind* state that scholarships from public funds are usually awarded only to candidates requiring financial assistance, and that there is already a provision in the scholarship rules that successful candidates who win merit scholarships but do not wish to claim the amount of the scholarship may be designated as 'Honorary Scholars'.

The *Government of Bihar and the Patna University* are of opinion that there is no reason why a student who has obtained a scholarship by dint of labour should be deprived of it, unless he voluntarily gives it up.

The *Government of the North-West Frontier Province* state that scholarships are awarded annually from public funds to enable only poor boys of special ability to proceed to higher education than their parents could otherwise afford. The award of the scholarship is governed by (1) poverty and (2) merit and is further subject to the condition that candidates whose parents or guardians pay income-tax or more than Rs. 100 as land revenue, be designated 'Honorary Scholars', the emoluments of the scholarship being given to other needy students.

The *Chief Commissioner, Coorg* reports that no scholarships are given purely on merit. Scholarships are open only to pupils of promise and the pecuniary circumstances of whose parents are such as to prevent them from prosecuting their studies without state assistance. If, however, the pecuniary circumstances of a scholar subsequently improve, the scholarships are usually withheld.

The *Chief Commissioner, Delhi* feels that no scholarships which are in the nature of prizes and are awarded on the results of competitive examinations should be withheld in any circumstances, except where a scholar of his own free will expresses a desire to forgo the emoluments.

The *Delhi University*, while accepting the scheme in principle, feels that there will be some practical difficulties in the application of the principle to individual cases. It is difficult to define the term "well-to-do" as the conception will vary according to circumstances. A parent may be "well-to-do" in the sense that he can afford to educate his children at school but may not be able to provide University or higher education for his children without financial assistance from scholarships. Any attempt, therefore, to define the term "well-to-do" should be made in reference to the object in view and the specification of income for that purpose should be on a sliding scale. The University also feels that the emoluments of a scholarship withheld from a rich student should not automatically pass on to the next candidate in the order of merit unless the latter too deserves it on the basis of merit and a recognized standard of achievement.

The *Hon'ble the Chief Commissioner, Ajmer-Merwara* agrees that except in the case of scholarships specifically awarded for merit, the emoluments of scholarships and stipends should be withheld from children of well-to-do parents.

The *Chief Commissioner, Andamans*, agrees to withhold the emoluments of scholarships from children of well-to-do parents.

H. E. H. the Nizam's Government are of opinion that merit scholarships should be awarded irrespective of personal condition but that if the number of merit scholarships is large, it should be reduced and replaced by bursaries.

The *Osmania University* considers that as merit scholarships are the reward of the students' hard work and success in the examinations, they should be continued irrespective of the pecuniary circumstances of the students' parents. It also expresses the view that a system of awards based on poverty combined with merit would introduce difficulties as it would not be easy to ascertain the real income of the students' families and to draw lines where better circumstances begin.

The *Government of Mysore* agree with the general principles enunciated by the Central Advisory Board of Education.

The *Mysore University* states that the proposal to institute a system of 'honorary scholars', while formally sound, is of no great practical importance to the University, as by far the greater number of awards is made mainly on the ground of poverty and a large proportion of those who are awarded merit scholarships are poor.

The *Government of Travancore and the Travancore University* agree that the emoluments of scholarships may be withheld from children of well-to-do parents. At the same time, they consider it desirable to fix the standard of income of parents fairly high, lest parents of but average means who are liable to find it difficult to make the entire provision for their children's education without the support of scholarships be adversely affected by the innovation.

Agia University. Scholarships awarded on pure merit in public examinations should be awarded to those winning such scholarships irrespective of the financial circumstances of their parents and guardians.

Aligarh University: It is open to well-to-do students to give up their merit scholarships, but it is not desirable to oblige them to do so, nor can any rules be framed on this point. In case a well-to-do student gives up his scholarship, the fact should be specially mentioned in the Certificate to be issued to him by the Head of the Institution.

Allahabad University: Opinion on the subject is divided. It is realised that the number of deserving students who need financial assistance is very large, but at the same time the scholarship is sometimes utilized by the richer students for purchasing books and building up a personal library. Perhaps a good compromise would be to award to the richer students a cash prize on the definite condition that it is spent on the purchase of books and the balance be awarded to the poor students.

Annamalai University: The Syndicate approves of the suggestion made by the Central Advisory Board of Education.

Banaras University: In the opinion of the Syndicate Merit Scholarships should be conferred upon the actual winners of distinction, rich and poor alike.

Calcutta University: The Hon'ble the Vice-Chancellor and the Syndicate of the University do not agree to accept the principle involved in the question. This principle, they hold, is unsound from the academic point of view and will gradually lower the standard of academic efficiency as it seeks to withhold recognition of merit on grounds of merit alone. The award of scholarships, stipends, etc., is a recognition of the intellectual powers of the students concerned and unless the reward is thrown open to all—rich and poor, it will defeat the very object it proposes to serve. It will unfortunately take away that incentive to further intellectual effort on the part of students which is so essential for a steady and continued improvement of their abilities and ultimately its effect will be prejudicial to the cause of education in general.

Lucknow University. The Scholarship Committee is of opinion that scholarships should be awarded only on academic merit and on no other consideration.

Nagpur University While the proportion of merit scholarships to poverty scholarships may vary from time to time and place to place according to different circumstances, a certain number of scholarships should always be reserved for those who are entitled to them on merit. The purpose of merit scholarships cannot be fulfilled by the creation of honorary scholarships. The merit scholarships even if they were serving no other purpose will constantly remind the student community of the close connection between good work and what it can win.

Government of the Central Provinces: This Government has only recently applied the principle of 'poverty-cum-merit' as the criterion for determining the award of scholarships and stipends granted out of Government funds, and, requires further time to appreciate the results of the application of this principle. The Government is not therefore prepared at present to introduce a scheme of honorary scholarships, and is doubtful whether the introduction of honorary scholarships may not cause heart-burnings.

APPENDIX I (e).

MEMORANDUM ON ITEM VIII OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

School Leaving Certificate Examination.

The Government of Bombay have had under consideration the question of the institution of a School Leaving Certificate Examination to meet the requirements of those pupils in the Secondary Schools who do not want to enter the University. At present the Matriculation Examination of the Bombay University serves a dual purpose, for entrance to the University and as a qualification for employment in public services, trade, commerce, or industry. This examination is however primarily a test of fitness for further academic studies and is confined to literary and scientific subjects. The secondary schools have consequently no alternative but to teach only those subjects. There is however a large number of vocational and other subjects fit for teaching in the secondary stage, which though not necessary for the University career are yet very essential for boys for entrance to the services, industry, trade and commerce. These subjects cannot be taken up by schools as there is at present no examination to test the boys at the end of the course. The requirements of the Matriculation Examination are so rigid in favour of a minimum standard in the prescribed subjects that it leaves no option to the students apart from those subjects and results in considerable hardship in case of students lacking the necessary literary outlook. This state of affairs is undesirable and requires to be remedied. This can only be done either by re-organising the Matriculation Examination by the introduction of several alternative subjects in its curriculum or by the institution of a separate School Leaving Certificate Examination to satisfy all requirements. It is represented that the Bombay University is not in a position to expand its Matriculation as required. The only alternative therefore is a separate School Leaving Certificate Examination, and this question has been under the consideration of the Government of Bombay for sometime past. As a preliminary measure the Government of Bombay has already sanctioned conversion of some of its high schools into vocational high schools with a view to provide alternative courses of studies for boys in the secondary schools. This would naturally require the institution of a School Leaving Certificate Examination.

At a Conference held by the Government of Bombay with the representatives of the Bombay University and the Bombay Board of Secondary Education the necessity of instituting a School Leaving Certificate Examination was agreed to by all, and the Government of Bombay appointed a Committee in order to draw up a scheme for holding the School Leaving Certificate Examination.

The Committee was asked to consider the following points in particular:—

- (1) The structure of the School Leaving Certificate Examination and the minimum requirements for a School Leaving Certificate.
- (2) What additional subjects will be necessary for those candidates who desire to Matriculate and the general question of the equivalence of the School Leaving Certificate and the present Matriculation Examination.
- (3) What should be the constitution and functions of the School Leaving Certificate Examination Board.

The Committee has recommended a structure for the proposed examination as shown in Annexure I. The detailed curriculum of the proposed subjects are not added as they do not seem to be necessary.

The Committee has also proposed the constitution and functions of a Board for conducting the examination as shown in Annexure II.

The report of the Committee is under the consideration of the Government of Bombay but before arriving at a final decision on the question it would like to have the opinion of the Central Advisory Board on the proposals made by the Committee in the light of the experience gained by other provinces in this respect.

ANNEXURE I.

Structure of the School Leaving Certificate Examination.

The subjects for the examination and the standards of passing should be as laid down in the following statement:—

- Group I . . . English and Regional Language (a candidate who declares that his mother tongue is not one of the recognized regional languages may offer any other additional subject instead).
- Group II . . . History, Geography, Administration and Civics; English, one of the following Modern Indian Languages :—
Marathi, Gujarati, Kannada, Tamil, Telugu, Urdu, Hindi, Sindhi and Bengali.
- Group III . . . Sanskrit, Pali, Ardha-Magadhi, Arabic, Persian, Avesta Pahlavi, Latin, Hebrew, Greek, French, German, Spanish, Italian, Portuguese.
- Group IV . . . Mathematics, General Science, Physics and Chemistry, Botany and Zoology, Agricultural Science, Elements of Commerce.
- Group V . . . Art (Drawing and Painting), Music, House Craft, Domestic Science, Book-keeping and Accounts, Shorthand and Typewriting, Geometrical and Machine Drawing, Practical Agriculture, Mechanical Engineering, Electrical Engineering, Workshop Technology, Spinning and Weaving.

Standards for passing and obtaining a class (or grade).

To qualify for a School Leaving Certificate, candidates must pass at one and the same examination in Group (I) and in five subjects taken from at least two groups, of which group (III) or (IV) must be one.

No candidate may enter for papers in more than 8 subjects apart from group (I).

School Leaving Certificates will be issued in three grades.—

Grade I to candidates who reach a good general standard, *i.e.*, get 5 credits at one and the same examination.

Grade II to candidates who gain at least three credits and reach a sufficient general standard

Grade III to the other successful candidates.

On the question of the equivalence of the School Leaving Certificate Examination and the Matriculation Examination the Committee has stated that it is a matter for the Bombay University Authorities to decide under the Bombay University Act. The Committee however thinks that provided the extent and standard of the courses prescribed for the School Leaving Certificate Examination do not fall below those required for the Matriculation Examination there is every reason to expect that the University will treat, as regards equivalence, the Bombay School Leaving Certificate Examination, in the same way as it treats certain other examinations.

ANNEXURE II.

Constitution and Functions of the School Leaving Certificate Examination Board.

The Committee are of opinion that the Board should be constituted as under:—

Personnel.

- 1 Chairman.
- 2 Members of the University.
- 2 Members of the teaching profession.
- 2 Members of the Board of Secondary Education.
- 2 Members of the Education Department.
- 2 Others.

The Members and Chairman to be nominated by Government.

There should also be a full-time paid Secretary (who will not be a member of the Board).

Functions.

The main functions of the Board will be to conduct a School Leaving Certificate Examination for pupils from recognized schools in the subjects prescribed by Government and to award certificates according to the rules sanctioned by Government.

For this purpose, the Board shall—

- (1) fix the centres of examination and the time of examination;
- (2) appoint paper-setters, examiners, etc., and fix their remuneration;
- (3) publish the results of its examinations;
- (4) collect fees and incur the expenditure for the conduct of the examination, and
- (5) frame an annual budget for the sanction of Government for the conduct, etc., of the examination.

The Board may also make recommendations to Government in regard to the subjects of examination and the syllabus laid down or in regard to any matter connected with the examination.

APPENDIX I (f).

MEMORANDUM ON ITEM IX OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

Facilities provided in Indian Universities to students of British Universities who have returned to India on account of the war without finishing their courses.

In June 1940, on account of the uncertain European situation some of the Indian students studying in England expressed a desire to the High Commissioner for India to return to India with a view to prosecuting their studies in Indian Universities provided the period spent by them at British Universities could be recognised by Indian Universities for the purpose of completing their degree courses. On receipt of this information, Indian Universities were consulted through the Provincial Governments concerned as to whether they were prepared to afford the necessary facilities. The replies of the Universities are submitted to the Central Advisory Board of Education for information.

Agra: As a change in the Statute of the University was necessary for the admission of students from British Universities to Agra University which would take six months, the Vice-Chancellor exercised his emergency powers subject to confirmation by Executive Council.

Aligarh Muslim: The University is willing to amend the existing ordinances, as a temporary measure, so as to permit Indian students, who have been studying at a British University to join the degree classes at Aligarh and to count the period already spent at the British University concerned for purposes of completing the degree courses in India.

Allahabad: The procedure in the University Act to meet the situation being very cumbrous, it was not considered possible to follow it. Any action that might be necessary to allow such students to get the advantage of their residence abroad would be taken under the emergency powers of the Vice-Chancellor.

Andhra: The University Syndicate resolved to help the students from British Universities to the best of their ability. No difficulty was anticipated in amending regulations to suit requirements.

Annamalai: The University Syndicate decided to consider favourably the question of the admission of students from British Universities by granting such exemption as may be necessary for completion of degree courses in that University.

Benares Hindu: The University authorities will relax rules regarding candidates partially trained in Great Britain and to recognise period spent outside.

Bombay: The regulations were relaxed to enable students unable to complete studies at British Universities to continue corresponding courses in the Bombay University. The University authorities have admitted many students to the Engineering and Arts courses.

Calcutta: The University decided to take into account the period of study spent by the students of Calcutta University at British Universities for admission to its examinations, and further decided that orders in each case would be passed after considering the facts.

Dacca: The University agreed to recognise the period spent by Indian students in British Universities for the purpose of enabling them to complete the courses at Dacca University.

Delhi: The Academic Council of the University has proposed the following ordinance to the Executive Council for approval:

"Notwithstanding the provisions of any ordinance relating to any examination of the University, a student who has prosecuted a regular course of study in the United Kingdom for a degree of a British University for at least one academic year, but owing to the difficulties created by the war is unable to complete his course or his examination, may, with the permission of the Vice-Chancellor granted after consultation with the Dean of the Faculty concerned, be admitted to a course of study for the corresponding degree of the University.

All questions of exemption from attendance at any course of lectures or from any part of an examination and of additional papers to be taken by the student to complete his examination shall be determined by the Vice-Chancellor after consultation with the Dean of the Faculty concerned."

An Indian student who was at the University of Leeds for two years studying for his LL.B. degree has recently been admitted to the LL.B. class in this University. He will get credit here for the work done and the examinations passed by him at Leeds.

Lucknow: The Regulations already provide for recognition of period spent at British Universities for purposes of completing degree courses.

Madras: The University authorities passed the following statute which will have effect for the duration of the war and for two years afterwards.

"Notwithstanding anything that may be contained to the contrary in the laws of the University, it should be competent for the Syndicate with regard to students whose courses of studies in foreign Universities have been interrupted by the war (in September 1939) to dispense with a strict compliance with the obligation to pursue an approved course of study and such other conditions as may be laid down in the Laws, subject to the provision that candidates who have taken in Great Britain an examination qualifying for admission to a British University, but who on account of the war have been prevented from joining a University in Great Britain, shall be permitted the same privileges as regards admission in the University of Madras as they would have been entitled to in a British University."

Mysore: The Vice-Chancellor anticipates no difficulty in accepting a period spent at British Universities as counting towards the period required for qualifying for corresponding degrees of Mysore University, provided the candidate satisfies the University that he passed the Intermediate or the corresponding examination of an Indian University before he was admitted to a British University.

Nagpur: The University authorities have no objection to grant the concession asked for by Indian students studying abroad.

Osmania: The Nizam's Government is willing to relax the Osmania University Regulations to recognise periods spent by Indian students at British Universities for purposes of enabling them to complete degree courses at the University, but the students will be admitted only in subjects for which arrangements are available.

Patna: The University authorities agree to relax their regulations in order to recognise the period spent by students of Bihar and Orissa at British Universities for purposes of completing degree courses in their University.

Punjab: The University framed the following regulation to meet the situation:—

"A student, who owing to the war has not been able to continue his studies abroad, shall be given facilities for admission at an appropriate stage in institutions affiliated to this University. The Syndicate shall appoint a small Committee to settle every such case individually on its merits."

Travancore: The University authorities would be glad to comply with the suggestion of the Government of India regarding periods spent in British Universities.

COPY OF A NOTE FROM THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS, No. 3298-E.-40, DATED 10TH DECEMBER, 1940, REGARDING ITEM 9 OF AGENDA FOR THE SIXTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION TO BE HELD AT MADRAS IN JANUARY 1941.

In my letter R. O. C. No. 3298-E.-40, dated 10th October 1940, the following subject was proposed for consideration at the next meeting of the Central Advisory Board of Education on account of its importance throughout India:

"Consideration of the facilities that are being offered in Indian Universities to students of British Universities who have returned to India on account of the war without finishing their courses."

In response to a communication from the High Commissioner for India requesting Indian Universities temporarily to relax their rules in order to meet the needs of students of British Universities who have returned to India on account of the war without finishing their courses, the University of Madras passed a statute (reproduced in memo. on item 9 of agenda) quoted in my letter referred to above.

From this statute it will be seen that the University of Madras has decided to give students from British Universities full credit for the terms that they have kept, and for the courses or parts of courses taken in Great Britain. Further, persons who have not joined a University in Great Britain but who have passed an examination qualifying for admission to a British University have been granted the same privileges as regards admission in Madras University as they would have been entitled to in a British University.

These are the fullest possible concessions and they will be enforced in Madras for the duration of the war and for two years afterwards. It is not known what action has been taken by other Universities in India in this matter, and this subject was therefore suggested for consideration

in view of its importance throughout India. It was suggested that prior to the meeting of the Advisory Board information might be called for by the Board as to the action taken by other Indian Universities, so that the Board might be in a position to advise a uniform policy throughout India.

The question will also arise after the war as to what reciprocal recognition will be given by British Universities to such students on their return to Great Britain. In this connection the views of the Central Advisory Board would be helpful.

If, however, the Central Advisory Board is not in possession of particulars regarding the action taken in other Indian Universities it may be desirable to postpone consideration of this subject pending a reference on the question to the Inter-University Board which will meet at Trivandrum in January 1941.

APPENDIX I (g).

MEMORANDUM ON ITEM X OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

Uniform system of nomenclature for the designation of teachers in colleges.

The teachers in Government colleges in the Central Provinces have been at present variously designated, *e.g.*, professor, assistant professor, lecturer, assistant lecturer, etc. Each category of these designations has its own scale of pay fixed by the Provincial Government. This wide variety of nomenclature does not, however, actually correspond to parallel differentiation of duties in as much as an assistant lecturer who holds the same academic qualifications as those of a professor or an assistant professor is called upon to take the higher or even post-graduate classes in the Government colleges.

2. The question of revising these designations with a view to simplifying and making them properly connotative in so far as teachers in Government colleges are concerned is under examination. The term "lecturer" for instance, may be considered a simple and appropriate designation for a college teacher. It may, however be that the existing designations of these teachers have given them a certain status in the eyes of institutions and universities outside this province, with whom they come into contact on academic matters such as appointment of examiners, etc., and that any revision as indicated above, of these designations might affect this status adversely.

3. The consideration of the general question "whether it is possible to adopt a uniform system of nomenclature throughout India for the designation of teachers in colleges" is therefore suggested for the consideration of the Central Advisory Board of Education.

APPENDIX I (h).

MEMORANDUM ON ITEM XII OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION.

School medical inspection, school meals and physical training

At the meeting of the Central Advisory Board of Health held in Poona in July last the Board considered memoranda which had been put forward on (a) the teaching of hygiene in schools, and (b) the medical inspection of school children in schools. These memoranda had been submitted by the Punjab Government, by the Madras Government and by the Educational Commissioner with the Government of India. After a fairly full discussion the Central Advisory Board of Health passed the following resolution:

"The Board, having considered the memoranda submitted by the Governments of the Punjab and Madras and by the Educational Commissioner with the Government of India on "The teaching of hygiene in schools" and on "Medical inspection of children in schools" considers that the two subjects are closely related. Systematic attention to the health of children is an essential preliminary to any really remunerative system of instruction whether it be in hygiene or other subjects in the curriculum. Where the physical condition of the child is unsatisfactory the money spent on educating him is largely wasted. The foregoing involves regular medical examination of school children, the treatment of illness and physical defects and the provision for undernourished children of such food as may be necessary to raise them to an average physical standard. Teaching is not likely to be a success if the general school environment does not conform to reasonable hygienic standards. Information is necessary as to what extent these requirements are met in the different provinces and how best existing defects may be remedied at the least possible cost.

The Board therefore recommends that the Chairman should appoint a special committee to report on the dual question of the teaching of hygiene in schools, primary as well as secondary, rural as well as urban, and of the medical inspection of school children and their treatment and, in the primary stage, also their nutrition."

During the discussion the Hon'ble the Chairman stated that while the Central Advisory Board of Health might, consistently with its constitution and functions, express an opinion on the medical or the hygienic aspects of the propositions which were embodied in the memoranda, there was also the other side of the question, namely, the educational side and suggested that he might be authorised by the Board to bring the question up before the Central Advisory Board of Education at its next meeting so as to ensure that in this particular field in the Provinces the Ministers of Public Health and of Education, where they happen to be separate, should work together.

The Hon'ble the Chairman explained, with regard to appointing the special committee recommended by the Board, that it was his intention to have not merely two or three medical experts on it but two educational experts as well. so that the preliminary task of framing the questionnaire and determining the lines on which the enquiry should be made should be discharged with representative competence.

APPENDIX I (i).

MEMORANDUM ON ITEM XIII OF AGENDA PLACED BEFORE THE CENTRAL
ADVISORY BOARD OF EDUCATION.*Excision of undesirable passages from text-books prescribed for University
studies.*

At the fifth meeting of the Central Advisory Board of Education held in Simla in May 1940, the question of the desirability or otherwise of excising undesirable passages from text-books prescribed for university studies was raised, and it was decided to refer it to the Inter-University Board for an expression of opinion. The Secretary of that Board, who was addressed in the matter, has replied that this question will be considered at its meeting to be held on the 15th and 16th January 1941. It will not therefore be possible to submit the views of the Inter-University Board on this subject until the next meeting.

APPENDIX I (j).

MEMORANDUM ON ITEM XIV OF AGENDA PLACED BEFORE THE CENTRAL
ADVISORY BOARD OF EDUCATION.

Some reasons for the necessity for humane teaching in schools in India.

It would appear desirable to draw the attention of teachers as well as parents to the emotional needs of children both in the home and in the school. There is a need for the teachings of humanity in order to create a gradual awakening to the consideration for the feelings of others—human beings as well as dumb animals.

There is a serious risk that a child who daily sees deeds of cruelty and acts of physical violence and who is used to witnessing unmoved, among the surroundings of his every day life, animals working with open wounds, or being beaten or starved may not shrink from cruel deeds himself. Callous to the sufferings of others he may grow from a hardened child into a cruel man with perverse or even criminal tendencies. The teaching of humanity is necessary for a balanced emotional growth and this teaching cannot be given fully and entirely without reference to the attitude towards the dumb creation. Teachers should have the necessity for humane teaching impressed upon them as of equal importance with other educational subjects and its place emphasized in the responsible task of character building which no true teacher, whatever his or her special subject may be, should ignore.

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Text books for schools.—There are not very many text books suitable for Indian schools available at the present time but "*Donald's Kindness to Animals*" published by McMillan & Co., Calcutta in Urdu, Hindi and Gurmukhi as well as in English is an excellent book to begin on. America has now made Humane Teaching in Schools a matter of great importance and there is a Teacher's Guide published in America which would be of great value. (Title, etc., can be procured).

The "*Small Lives Series*" obtainable from the Royal Society for the Prevention of Cruelty to Animals, 105, Jermyn Street, London, are specially written for children in the form of 12 pamphlets each on a different subject at 4 pence per dozen.

The Humane Guide, by A. E. Frederick, M.A., LL.D., contains in Part 1, 40 lessons for teaching humane subjects in grades above the primary, sufficient for the work of a school year together with 200 questions on the text, published by the Wisconsin Humane Society, Milwaukee, U. S. A. 1 dollar 25.

N.B.—Based on the material kindly supplied by Lady Lloyd, Honorary Secretary, S. P. C. A., Delhi.

APPENDIX I (k.).

MEMORANDUM ON ITEM XV OF AGENDA PLACED BEFORE THE CENTRAL ADVISORY
BOARD OF EDUCATION.*Uniform Braille Code for the schools for the blind in India.*

When the question of the education of defectives was considered by the late Central Advisory Board of Education at its fourth meeting held in January 1922, the following recommendations with regard to the establishment of a uniform Braille System in India were made:—

- (i) That a committee should immediately be appointed by the Central Government to go into the subject of the possibility of a Uniform Braille for all Indian or all Indo-Aryan languages and frame such a uniform system.
- (ii) That at least one up-to-date embossing plant should be established somewhere in India to emboss literature for the blind; also a depot and workshop, where apparatus for the education of the blind could be produced and made available.

The Government of India, while in full sympathy with the proposal, were unable to accept the recommendations on account of the financial stringency prevailing at that time. In view of the non-acceptance of the proposal by the Government of India, the then Educational Commissioner suggested as an alternative that the Board itself might tackle the problem with the help of one or two deputed experts, but the Board at its fifth meeting held in May 1922, came to the conclusion that no action was possible at that time. Further consideration of the question was deferred as the Board was abolished in 1923, as a measure of economy.

2. In 1932, the National Institute for the Blind, England, also raised the question of setting up a Braille Printing Press in India and referred to the variety of Braille Codes followed in India. In this connection the Institute suggested the formation of an Advisory Committee on the lines of the Advisory Committee on the Welfare of the Blind in England. As the majority of the Provincial Governments, to whom this matter was referred, were not in favour of the proposal, it was dropped.

3 In 1934, the Government of Bombay forwarded a proposal regarding the adoption of Dr Nilkanthrai's Indian Braille in all schools for the blind in India. A copy of this proposal is given in Annexure I to this memorandum. This proposal was forwarded to Provincial Governments for information and they were told that the Central Advisory Board of Education, when constituted, would be consulted in the matter.

4. At the first meeting of the resuscitated Central Advisory Board of Education held in December 1935, the proposal of the Government of Bombay mentioned in paragraph 3 above was placed before the Board, but it was not considered owing to lack of time. The general question of the education of the blind, deaf and dumb children was again referred to the Board at its second meeting held in December 1936. The inadequacy of the provision of educational facilities for defective children was recognised and it was recommended that the education of these unfortunates should not be neglected. At the third meeting of the Board held in January 1938, it was pointed out on the strength of the reports received from the Provincial Governments that the general attitude of the provinces was

that whatever funds became available should be spent in extending education among normal children and that these should have the prior claim. Accordingly, the Board decided that no further action could then be taken in the matter.

5. The National Institute for the Blind again raised this question in 1936, and suggested that if some of the teachers of the principal blind schools in India could meet and confer, it might be possible for some measure of agreement to be reached in the matter.

6. If the education of blind children is to be undertaken on the right lines and with due regard to economy, it is desirable that a unified Braille Code should be evolved for adoption in all the blind schools throughout India. At present, the position is extremely anomalous. In order to satisfy local needs, different adaptations based on the Standard English Braille system are used as Braille Codes for reading and writing the Indian languages. The following are some of the codes in vogue:—

- (1) "Urdu Braille" commonly called "Shireff" Braille.
- (2) "Indian Braille" known as Dr. Nilkanthrai's system.
- (3) "Oriental Braille" adopted by Knowles and Garthwaite, commonly known as Marathi Braille in Bombay.
- (4) "Sindh Braille" by P. M. Advani of Karachi.
- (5) "Shah Braille" by the late Lal Behari Shah, founder of the Calcutta School for the Blind.
- (6) "Tamil Braille Alphabet" by Miss Asquith, founder of the Palamcottah School for the Blind.

Dr. Nilkanthrai's system appears to be the code most used in schools for the blind.

7. As Indian alphabets are more or less completely phonetic in their nature and the dialects derived from a common parent stock are, on the whole, very similar in their alphabets, it seems to be possible to standardise most of these for the purpose of a Uniform Indian Braille Code. If this were done, it would then be possible to have an up-to-date Braille Printing Press in India for printing books in Braille. So far however the problem does not seem to have received the consideration it merits and the attempts to solve it have been too sporadic to lead to any general solution.

8. The following extracts from the letter, dated July 1, 1940, addressed to the Director of Public Instruction, Bombay, by the Principal, Dadar School for the Blind, Bombay, indicate how important it is to secure uniformity in Braille Codes for educational use:—

"We firmly believe that standardisation of Indian Braille should be completed as early as possible in order to be able to further the cause of the blind.....We find it hazardous to change to any other code lest we should have to change over for the second time. We do not mind if we have to destroy only once our good collections of books in Marathi Braille.....We are keenly interested in seeing that a Uniform Indian Braille Code should be standardised by a competent and impartial All-India Committee so that it may be acceptable to all the provinces in India. We are not biassed for or against any particular code, devised by any

particular individual. But we have kept ourselves open-minded to accept any particular code or combination of codes which may be decided upon as the Uniform Indian Code by a competent and impartial committee."

9. The question of the desirability of evolving a Uniform Braille Code for the schools for the blind in India is again placed before the Central Advisory Board of Education. If the problem is to be tackled at all it needs to be tackled in a sustained manner. Moreover since it is largely a technical matter it would appear to be necessary to refer it in the first instance to a small committee of experts as was suggested by the previous Central Advisory Board. This of course takes it for granted that a share in the responsibility for providing educational facilities for defective children, a burden which at present in India unlike many other countries is borne almost entirely by private individuals and voluntary associations, will ultimately be assumed by the public authorities concerned with the provision of education.

10. A statement showing the number of schools for the blind province-wise with enrolment is given in Annexure II to this memorandum for the information of the Board. Also a copy of letter, dated the 9th July 1939, from Mr. H. D. Chhatrapati, late Principal, Victoria Memorial School for the Blind, Bombay, addressed to the Educational Inspector, Bombay, which has a direct bearing on the question before the Board, is enclosed as Annexure III.

ANNEXURE I.

Proposal of the Government of Bombay regarding the adoption of Dr. Nilkanthrai's Indian Braille in schools for the Blind in India.

LETTER FROM THE GOVERNMENT OF BOMBAY, No. 1411-II/F., DATED THE 8TH MAY 1934.

I am directed by the Government of Bombay (Transferred Departments) to refer to the correspondence ending with their letter from the General Department, No. 8661-B., dated the 31st May 1933, on the subject of the representations made by the National Institute for the Blind, London, regarding blindness in India. In Mr. Hydari's letter No. F. 78/32-H., dated the 16th/23rd May 1932, the views of the local Government were asked for on the proposal for the adoption of a common Braille system and references to this question also occur in the memorandum by Mr. W. G. Speight which accompanied Mr. Hydari's letter. In reply, this Government suggested that the aspect of the problem which at the present stage could be considered as requiring all-India action was the production of literature and provision of libraries for the blind.

2. It seems to the local Government that to achieve the purpose above set forth the adoption of a common Braille Code will be of great importance, and they are accordingly forwarding for the consideration of the Government of India a letter on this question from the Principal of the Victoria Memorial School for the Blind, dated the 14th November 1933, with its accompaniments, together with a copy of a letter from the Director of Public Instruction, Bombay Presidency, No. S.-67 (c)-216-A., dated the 17th April 1934.

3. I am to add that the local Government entirely agree with the Director that the problem raised in Mr. Chhatrapati's letter is of an all-India nature and that it can only be handled adequately by the Government of India.

LETTER FROM W. GRIEVE, ESQ., I.E.S., OFFICIATING DIRECTOR OF PUBLIC INSTRUCTION, BOMBAY PRESIDENCY, TO THE GOVERNMENT OF BOMBAY, No. S.-67 (E.)-216-A., DATED THE 17TH APRIL 1934.

I have the honour to send herewith a copy of a letter, dated 14th November 1933, (together with the accompaniments to it) from the Principal, Victoria Memorial School for the Blind, Bombay, in which he advocates that Dr. Nilkanthrai's Indian Braille should be uniformly adopted for all the Blind schools in India. He says that of 29 institutions for the Blind 24 are in favour of Dr. Nilkanthrai's Braille Plan. In the Bombay Presidency 11 out of 13 institutions support it. He, therefore, requests that Dr. Nilkanthrai's Indian Braille may be sanctioned and adopted as the Departmental Braille for this Presidency and that it may also be recommended to the Government of India for its wider and All-India adoption, as the Departmental Braille for the various provinces.

2. The problem of the education of defectives was investigated by a special Committee appointed by Government in 1917—*vide* G.O., E.D., No. 2518 of 13th October 1917. In paragraph 14 of their Report the Committee made the following observation:—

“In the Victoria Memorial School Dr. Nilkanthrai uses a system called the Indian Braille Alphabet. It is the English Braille

alphabet as regards lines, signs and sound arrangement and it is claimed for it that with the modification of a few signs it also meets the needs of all Indian vernaculars. His articles on the question are printed in an Appendix. Which of the two systems is superior is a question for experts to decide."

It will be seen that Dr. Nilkanthrai's Indian Braille has already come under investigations by a special Committee which has left the matter for further expert examination.

3. Mr. Chhatrapati in his letter under reference says that Dr. Nilkanthrai's Indian Braille has already been brought to the notice of the National Institute for the Blind in London with a request to support its general adoption in India. In this connection a reference is invited to the letter, dated the 26th January 1932, from the National Institute for the Blind to the India Office and the note of Mr. W. G. Speight, Principal of the School for the Blind, Palamcottah, accompanying it, sent to me with Government, G.D., No. 8661-B., dated the 18th/18th June 1932. It will be seen that Mr. Speight has expressed the opinion that he does not know that any single code has yet been tested in more than one or two languages and that whether or not it will ever be possible to secure universality it is impossible to say. He has made a suggestion that there should be one code for the Aryan and another for Dravidian languages.

4. The question raised by Mr. Chhatrapati is complicated and is one which requires expert investigation. It is also a problem of an all-India nature and I consider that it can only be handled adequately by the Government of India.

LETTER FROM MR. H. D. CHHATRAPATI, PRINCIPAL, VICTORIA MEMORIAL SCHOOL FOR THE BLIND, BOMBAY, TO THE DIRECTOR OF PUBLIC INSTRUCTION, POONA, DATED THE 14TH NOVEMBER 1933.

I have the honour to forward herewith for your kind perusal a copy of the letter I received from Mrs. Thomas, Superintendent of the American Mission School for the Blind, Dadar, Bombay, dated the 17th February 1933. It shows that she is quite willing to adopt Dr. Nilkanthrai's Indian Braille.

Years ago, Mrs. Shireff, the Author of Urdu and Hindi Braille whose alphabet is popular in Upper India, wrote to Dr. Nilkanthrai, pointing out to him how his alphabet was superior in several respects. Then as became a true Educationalist and sincere social worker, with the larger all-India interest of the Blind before her eyes, she wrote to all Christian workers in India about the merits of Dr. Nilkanthrai's Braille and recommended that it may be tested, tried and adopted for its many merits. She again put the alphabets before her friends in the West and requested the British and Foreign Blind Association, now the National Institute for the Blind London, to consider its claims and to support its general adoption in India for its many merits.

Now, Mrs. Thomas, whose school is using the Oriental Braille for the last 32 years, comes forward and referring to Dr. Nilkanthrai's alphabet writes to me "If Government will join us in recommending this system as the best, *because of its adaptivity to many of the Vernaculars and its*

likeness to the English Braille, and if it will do all it can in urging upon other schools to adopt this system, the unity of the situation will carry all the schools a long way".

And if I request you to kindly couple that with the resolution given below, which Miss Craddock and Miss Blenkarn of the Rukambai Mission. Khedgam, Poona, moved and supported at the Conference of the All-India Workers for the Blind and the Deaf, of 1923, the situation will be still further simplified.

RESOLUTION.

"That in the preparation of the different codes of India it was desirable that the same signs represent similar sounds which they represent in English Braille, as far as possible."

At that Conference met all the schools for the Blind in India, excepting the one at Lahore. Again, but for one teacher, the Conference unanimously passed that resolution. That same was confirmed, again, five years, at another Conference of the All-India Workers for the Defectives which met again in Bombay in 1928.

As I survey the situation today, I feel that my ten years' labours are more than paid at this opportunity which God puts in my way of moving you, in such company, that you may not only award your sanction and adopt Dr. Nilkanthrai's Indian Braille as the Departmental Braille for this Presidency, but you may recommend it again to the Government of India for its wider and All-India adoption as the Departmental Braille for the various provinces. In company of friends, foreign and local, I urge this point, as not only the Gujarati, Marathi, Hindi, Kanarese, Urdu and Sindhi languages so largely used in this Presidency, but even the Devanagari, Bengali, Oriya, Telugu and others have ten vowels and thirty-two consonants which are common to all, besides the *Anuswar*, punctuations and other languages signs found all over. All that may remain to do is perhaps to accommodate some peculiarities of some of the languages. and Braille's 68 signs give a wide berth for them. I feel sanguine that as Dr. Nilkanthrai's Indian Braille is the only alphabet that fully accords with the views expressed by the Bombay Government in their resolution of 1917, and as it is backed by 11 out of 13 institutions for the Blind, the Presidency Government will grant this joint request and adopt it as their Departmental Braille for this Presidency.

I urge again that Dr. Nilkanthrai's Indian Braille is the only alphabet that has so closely and yet so successfully adopted the English Braille. now so universally adopted as the International Braille for all the English-speaking Blind.

And that Alphabet is actually favoured and accepted by 15 institutions. Again its systematic arrangement to secure for itself worldwide unity is regularly upheld in daily practice by 9 institutions, 7 of Upper India which follow Mrs. Shireff's Urdu and Hindi Braille and 2 of the south which follow Mr. Speight's Palamcottah Braille. We have thus in all 24 out of India's 29 institutions for the Blind, all arranged in favour of Dr. Nilkanthrai's Braille Plan. Believing that such a strong position will be better backed by extracts from the letters of Mrs. Shireff and of Mr. Speight I append the same for ready reference.

I thus feel sanguine that the popularity which Dr. Nilkanthrai's Indian Braille and its plan enjoy all over the country will induce the Government of Bombay to fully feel their way to again advance its claims before the Government of India for its general adoption of the one uniform undivided Braille for all India.

DEMI OFFICIAL LETTER FROM MRS. G. ROSS THOMAS, SUPERINTENDENT, AMERICAN MARATHI MISSION SCHOOL FOR THE BLIND, BOMBAY, TO MR. H. D. CHHATRAPATI, VICTORIA MEMORIAL SCHOOL FOR THE BLIND, BOMBAY, DATED THE 17TH FEBRUARY, 1933.

In pursuance of our talk together some mornings back, let me state my position in regard first to the Braille. I am quite willing to adopt Dr. Nilkanthrai's system of Braille, working with you and others interested in the blind to find a way to solve what financial problems will arise from a change of books. I am willing to do this, if I can feel assured that in a few years, or even sooner, there will not come another move from some other angle urging the adoption of some other system, which might be taken up on such a large scale that we would again have to change. The way out of this seems to me to be to get the approval and backing of the Department of Education. If they would urge all schools using Braille for Marathi, to adopt this system (and I believe there are very few left who would need to change) we would all feel a much surer footing in discarding our old system. From this beginning we could all work towards the adoption of this system for those schools using other vernaculars to which this system is well adapted. Or better than this, we could ask Government to urge schools using Marathi, Gujarati and Hindi, to use this system. (Or a set of vernaculars which you might suggest, as you are more familiar with them.)

What we all in work with the blind in India need is an embossing press for our books. With a united system of Braille this would be much more possible and practicable.

Therefore, if Government will join us in recommending this system as the best, because of its adaptivity to so many of the vernaculars, and its likeness also to the English Braille, and if it will do all it can in urging other Schools to adopt this system, the unity of the situation will carry all the Schools a long way.

Then perhaps even before discarding our other Braille system books, we will be in a position to work hard and ask for help in getting an embossing press. This would then solve a lot of the difficulty of the new books which we would need, from the standpoint of time required in making them, and in their accuracy. Hand made books are not economical, for they are so shortlived. We must look for Government co-operation here. Certainly the blind *should* have facilities for books. With a unified system of Braille we should be able to do a great deal. Your system, arranged by Dr. Nilkanthrai seems to suit the demands, because of its adaptability to vernaculars and its likeness to the English.

1906.—*Extract from the letter of Mrs. Shireff, author of the Hindi and Urdu Braille.*—"I wish I had known of your arrangement sooner, for it is particularly suited to the Sanskrit alphabet. It seems a pity that the same should not be used for Hindi. Your arrangement of Braille has interested me very much. It has I think three great advantages—its

simplicity, the smaller number of signs allotted to the alphabet which leaves a larger number for contractions, the close resemblance to English. In these points, I think, it has some advantages over ours. It seems to me to be well adapted for use for Tamil, as that has not separate signs for hard and soft consonants, aspirates, etc. It is rather strange that an arrangement which is so simple and so like the English should be the work of Indian Scholars. I pointed out to the Blind Association (now the National Institute for the Blind, London), that your Code was well worthy of consideration for the three reasons I have given and also as being the work of highly educated Indian Scholars well qualified to judge of what is necessary and suitable. I also asked them to consider that it is spreading and likely to spread among Hindus. I have told the Reverend Mr. H. Pegg, Madras, of your Code, and suggested that as it is in use in Mysore, it might be the most suitable for use as a Uniform Code in South India".

1921.—"It was most kind of you to interest yourself in the presentation of our Braille adaptation of Urdu to the Bombay Educational authorities.

I am still of the opinion that Messrs. Knowles "Oriental Braille" is not on good lines, so far as Braille is concerned and for Urdu it has no advantages, as regards alphabet arrangement whatever may be said for its following of Sanskrit alphabet. It has always seemed to me, that the arguments advanced in his pamphlet only go to prove that Sanskrit alphabet arrangement is scientific,—not that his Braille adaptation is and that after all is the main point.

* * * * *

I think it would be well to point out that your Code would also be used for Urdu, and that there might be advantages in its nearer approximation to English Braille, as also in having one code for both classes of Indian Alphabets. I do know how far the use of our code has spread, but if there is uniformity the sooner it is established the better".

1930.—*Extract from the letter of Mr. W. G. Speight, regarding Tamil Braille, used at Palamcottah and to which Mr. Speight has added punctuations and composition signs*—"Uniform type has been introduced in this institution because it has the following advantages:—

1. Since the alphabets are no longer taught by a repetition nothing is lost by the rearrangement, but facility in learning is gained by the use of the seven-line system.

2. The system was possessed of a very good set of rules which could be adapted to meet the needs of any language without much difficulty.

3. By this usage it is possible to maintain world-wide uniformity.

4. It is equally adaptable to other Indian languages, or at any rate, to the Dravidian languages of the South.

5. It simplifies the study of foreign languages for any who wish to do so.

It will be noted that the adaptation follows the principle of equivalent sounds wherever possible, and in this connection, it should be borne in mind that the same principle applies not only to English, but to all European languages. I am given to understand that this principle has also been applied in the case of Arabic and other languages in Africa."

DR. NILKANTHRAI'S INDIAN BRAILLE, THE MOST POPULAR OF THE BRAILLE ALPHABETS OF INDIA AND OF THE BOMBAY PRESIDENCY.

This Presidency knows of only two Original Braille Alphabets.

- | | |
|--|--|
| 1. Accepting the Braille dot and his 63 dot combinations and no more, and following the Sanskrit order, system, symmetry, etc. | 2. Following the English Braille plan, order, etc. |
|--|--|

(a) With a strong bias for uniformity and pure Sanskrit complex.

(b) Loyal to the Sanskrit order but with reform complex.

(c) With strong bias for Uniformity and Universality.

1. The Oriental Braille of Messrs. Knowles and Garthwaite,

1. The Uniform Braille of Mr. Advani (Sindh).

1. Dr. Nilkanthrai's Indian Braille.

*(Original)
Used at*

*(Modification)
Used at*

*(Original)
Used at*

1. The A. M. School for the Blind, Dadar. After 32 years' use it now prefers Dr. Nilkanthrai's Indian Braille.

- The School for the Blind, Karachi.

1. The V. M. School for the Blind, Bombay.

2. The Khedgam Home for Blind Women.

Much liking the Sanskrit order, symmetry grouping, etc., of the Oriental Braille it accepts in part the English Braille arrangement, i. e., its 10 letter lines, and its systematic development of the second, third, fourth and fifth lines from the first, besides its arrangement for numerals, punctuation and other language signs. Mr. Advani's Uniform Braille thus moves half way towards the English Braille.

2. The Happy Home for the Blind, Bombay.

3. The S. S. D. Industrial Home for the Blind, Bombay.

4. The School for the Blind, Poona.

5. The School for the Blind, Baroda.

6. The School for the Blind, Madras.

7. The School for the Blind, Bhubanagar.

8. The Bahmacharyashram, Junagadh.

9. The Vandhaya Ashram, Manjal, Cutch.

- Approved by*
10. The Blind Relief Association, Bombay.

- New Friends.*
11. The A. M. School for the Blind, Dadar Bombay.

- Agreeable in view.*
12. The Khedgam Home for Blind Women, Khedgam.

It uses the Oriental Braille but anxiously strives for the establishment of the Universal Braille for All-India, on English lines.

Vide its Resolution accepted by the Bombay Conference of 1923 and confirmed by the Conference of 1928.

NOTE.—Schools No. 1 and No. 2 are thus transferred to column 3 and marked as Nos. 11 and 12.

NOTE.—We have thus no institution left in column 1, but one in column 2, and 12 in column 3 making in all 13.

Of the 13 institutions of this Presidency, including the A. M. School which has lately announced its intention of adopting Dr. Nilkanthrai's Braille in preference to their present Oriental Braille, there are 11 institutions which actually go in for Dr. Nilkanthrai's Indian Braille.

The 12th, the Khedgam Home for Blind Women again seems agreeable in views with the Indian Braille Plan.

The 13th Mr. Advani's Karachi School, is the only Institution not bracketed with institutions that join Dr. Nilkanthrai, but Mr. Advani's Uniform Braille has carried the School half way towards the English, and thus towards Dr. Nilkanthrai's Indian Braille, with which it further agrees in having the same 10 vowels and the same 32 consonants at least as common ground, as both the Sindhi and Gujrati are of Sanskrit origin.

This Presidency thus presents the strongest case for the Departmental adoption of Dr. Nilkanthrai's Indian Braille.

Dr. Nilkanthra's Indian Braille, the most popular of India's Braille Alphabets, and India knows of three Original Braille Alphabets and four Adaptations and Modifications. All call their alphabets Braille, and

They all accept Braille's Six-point Cell and his Sixty-three Dot Combinations.

I. Those that accept Braille's plan, order, arrangement, and *Unicentricity*.

A. Original.
1. Mrs. Shreff's 2. Dr. Nilkanthra's Indian Braille. Hindi and Urdu Braille.

Used at
The School for the Blind at—
1. Dehra Dun.
2. Lahore.
3. Amritsar.
4. Allahabad.
5. Ranchi.
6. Aligarh.
7. Gwalior.
Used at
1. The V. M. School for the Blind, Bombay.
2. The Happy Home for the Blind, Bombay.
3. The N. S. D., Bombay.
4. The School for the Blind, Poona.
5. The School for the Blind, Baroda.
6. The School for the Blind, Ahmednagar.
7. The School for the Blind, Bhavnagar.
8. The Brahmanacharashrama, Junagadh.
9. The Vandriya Ashrama, Mandal, Cutch.
10. The School for the Blind, Nagpur.
11. The School for the Blind, Manipal.
Approved by
12. The Blind Relief Association, Bombay.
New friends.
13. The A. M. School for the Blind, Bombay.
Agreeable in view.
14. The Home for Blind, Women, Kiedgam.
Adapted at
15. The School for the Blind, Mysore.

NOTE.—Here are 24 Institutions which accept the English Braille plan, its order, arrangement, etc. 13 of these follow Dr. Nilkanthra's Braille, one has recently adopted it, and one is about to. And they make 15 Institutions. 7 of the first column follow Mrs. Shreff, who says that Dr. Nilkanthra's Alphabet is better than her own. Of the adaptation Mysore's is a regular adaptation of Dr. Nilkanthra's Braille and the line of the Palamcottah Braille is the same. Here is a solid block of 24 out of 28 institutions in India which go in entirely for the uniform universal arrangement.

II. Those that accept only the Braille signs, but accept not his plan and arrange their alphabet on the Sanskrit model, plan, etc. With a bias for Uniformity, but with no special bias for Universality or unity with the West, beyond the dot arrangement.

A. Original.
(a) With true Sanskrit complex.
3. Messrs. Knowles & Garthwal's Oriental Braille.

Used at
1. The School for the Blind at Ratnachintala.
2. The A. M. School for the Blind, Dadar, Bombay.
It lately accepted the Indian Braille of Dr. Nilkanthra.
3. Home for the Blind Women at Kiedgam.
Discontinued with the Oriental Braille. They moved and supported the resolution for an undivided Uniform English on the Standard English Braille Basis in 1923 which was confirmed again in 1928.
NOTE.—Dr. Nilkanthra's Indian Braille alone seems to answer the requirements of their resolution. It is therefore just possible that they may adopt an alphabet which seems so agreeable.
Used at
1. Calcutta.
2. Patna;
3. Dibrugarh school for the Blind.
1. Karachi. Encouraged of the Sanskrit System, symmetry, etc., as also of the Oriental Plan and yet unable to resist the attraction of the English Braille, its beautifully arranged 16 letter lines, its systematic development of succeeding lines from the first, as also of its acceptance of numerical, punctuation, and other language signs as International. Mr. Advani's Uniform Braille moves quite half way towards the English Braille, and to that extent again near to Dr. Nilkanthra's Indian Braille which Mr. Advani's Shadi and other Indian languages deals with the same vowel and the same consonant signs and the same consonant signs which mostly appear in the same form or nearly the same form in languages and dialects, be they of Sanskrit, or Arabic source.

NOTE.—Here are 7 institutions which accept only the Braille dot and his 63 dot signs, but are for the Sanskrit arrangement. Of these the A. M. School for the Blind, Dadar, has lately accepted Dr. Nilkanthra's Indian Braille, and goes out of this list. Similarly the Home for the Blind at Kiedgam with its resolution of 1923, has declared its leaning, and is ready to leave the Oriental Braille, if there were a general consensus of working institutions, as many enable schools to solve the problem of books.

Of the rest Karachi regularly runs on the wider and more largely accepted English plan and has actually left the Oriental Braille. The Shih Braille has alike preferred to part company with the Oriental Braille and use the Shih Braille because it is the only Braille available for Bengal. Ratnachintala is thus the only school that uses the Oriental Braille, and is rightly understood it does so probably because it has seen no other alphabet.

LETTER TO ALL LOCAL GOVERNMENTS (EXCEPT BOMBAY) AND ALL ADMINISTRATIONS (EXCEPT ADEN AND ANDAMANS). No. F. 2-16 24-E., DATED THE 31ST AUGUST 1934.

In continuation of this Department letter No. F. 78 82-E., dated the 5th July 1933, I am directed to forward, for information and such action as may be considered necessary, a copy of a letter No. 1411-II F., dated the 8th May 1934, from the Government of Bombay, together with its enclosures. I am to add that the Government of India propose to constitute the Central Advisory Board of Education in the matter if and when it is constituted.

LETTER TO THE SECRETARY TO THE GOVERNMENT OF BOMBAY, EDUCATION DEPARTMENT, No. F. 2-16 24-E., DATED THE 31ST AUGUST 1934.

I am directed to refer to your letter No. 1411-II 24-E., dated the 8th May, 1934, and to say that the Government of India propose to constitute the Central Advisory Board of Education in the matter, if and when it is constituted. Pending the formation of the Board, however, they have forwarded a copy of your letter referred to above, together with its enclosures, to other local Governments and Administrations for information and such action as may be considered necessary.

ANNEXURE II.

Schools for the Blind, 1938-39.

Province.	Number.	Enrolment.
Madras	4	154
Bombay	2	101
Bengal	1	87
United Provinces	3	97
Punjab	2	83
Bihar	1	4
Central Provinces and Berar	1	41
Sind	1	48
Ajmer-Merwara	1	16
British India .	16	631

N. B.—So far as information is available, there are no schools for the blind in other provinces, and the figures given in the table relate to recognised schools only.

ANNEXURE III.

LETTER FROM MR. H. D. CHHATRAPATI, LATE PRINCIPAL, VICTORIA MEMORIAL SCHOOL FOR THE BLIND, BOMBAY, TO THE EDUCATIONAL INSPECTOR, BOMBAY, DATED THE 9TH JANUARY 1939.

In connection with my interview with you on the 4th instant, I beg to invite your attention to the special need that now arises in this Presidency in particular for the Departmental recognition of Dr. Nilkanthrai's Indian Braille as the universal Braille for its schools for the Blind.

I press this claim as schools multiply, and every delay, however unwarily made, is fraught with danger which swells with the ever increasing number of boys, learning the same language through more than one alphabet for one and the same language in each school.

I do so the more because this problem of the needless multiplicity of our Braille Alphabets troubles us the more as we have the largest number of schools, teach the largest number of languages, and claim pupils from all over the country, so far south as Comorin and so far north as Kashmere, North-West Frontier Province and Bengal, Bihar and even Assam in the East, as Rajputana in the Centre and all West and South as Baluchistan, Sindh, Cutch, and the Ghats on either side. And boys, when they go home and try to write to friends in local schools, find that though they too write Braille for their own tongue do it so differently. They have thus to teach their alphabet to others or to learn theirs. And they tell me this their friends find our alphabet so agreeable. And yet they are reluctant to adopt it because their school books are written on a different plan.

For this Presidency at any rate we have plain sailing. And I learn from the Commissioner of Education that the Advisory Board to whom the Bombay Government had sent my letters together with that of Mrs. Thomas' have all considered them, and the Advisory Board of Education have forwarded their recommendations to the Provincial Governments who are responsible for their education. And he has added that the Board has realised the necessity for the adequate provision of educational facilities for such children and recommended that the education of these unfortunates should not be neglected.

And for Bombay we have so many reasons to lead:—

1. It was my brother Dr. Nilkanthrai's blindness that gave us Blind Education when he started his first School for the Blind, in our home at Ahmedabad.
2. That School led him to advise this Braille alphabet.
3. That Alphabet is the result of the patient study of five Bombay Educationists who have studied the various wants of the All-India Blind.
4. That Alphabet is accepted by all Schools of this Presidency.

The two schools which do not use it to-day, have joined me in moving Government to give their sanction without which it would be difficult for them to induce their people to throw away their present books and incur new expenditure on new books.

5. The Indian Braille Alphabet has met with the approval of the successive Directors of Public Instruction, and Educational

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Inspectors of this Presidency at least. The Director of Public Instruction, Bombay, so early as 1917, issued a resolution supporting this Braille for all Blind Schools that taught Sindhi, Urdu and even the Dravidian Languages as they had practically the same letters to deal with and because the Indian Braille was so similar to the English Braille.

7. And Bombay had, in its two All-India Conferences of Workers for the Blind, in 1923 and again 1928, unanimously resolved that Common Sounds in all the Indian Languages shall be expressed by the same Common Braille signs as in English. And that, that first resolution was moved by Miss Craddock of the Khedgam School, and supported by the vote of Miss Millard of the American Mission School, Dadar, who though both willing to accept and regularly use the alphabet, cannot do so for want of adequate provision of books in the new arrangement. And you have in your files the letters of the two schools showing how they are for the Departmental sanction.
8. And we have in all 17 out of India's some 29 institutions which actually teach Dr. Nilkanthrai's Indian Braille, and 7 more whose alphabets differ only very slightly from it. And they represent all the languages except Sindhi and Bengali.
9. And the 17 schools teach Gujarati, Marathi, Hindi, Urdu and Sanskrit.
10. And the Indian Braille is applied to 21 of the leading languages of India, including Sindhi.
11. And we want our Alphabet, for our present Presidency wants for Gujarati, Marathi, Hindi, Urdu and Kanarese to which it is already applied.

I have thus to request you to kindly consider, if we are going to seriously consider the question of the education of our Blind to decide if Government will not let Bombay again lead the country.

APPENDIX II.

Item VI of Agenda.

Report of the Scientific Terminology Committee of the Central Advisory Board of Education, 1940.

At the fifth meeting held in May 1940, the Central Advisory Board of Education considered the question of adopting a Uniform Scientific Terminology on an all-India basis. This question has been engaging the attention of certain Provincial Governments for sometime past and the Government of Bombay forwarded a note on the subject by their Deputy Director of Public Instruction, Mr. B. N. Seal, with a request that the question might be taken up by the Central Advisory Board. The main features of Mr. Seal's note were—

- (i) That a common scientific terminology should be fixed for India as a whole;
- (ii) That the question of an all-India scientific terminology should, in the first instance, be referred to an authoritative all-India body;
- (iii) That the main and common part of the scientific terminologies to be devised for the principal Indian languages should be borrowed extensively from the English terminology;
- (iv) That every Indian language should have the following three main divisions in its scientific terminology, viz.:—
 - (a) the main English terminology which will practically be the common terminology for all-India,
 - (b) the terminology peculiar to the Indian language—a very small section,
 - (c) Sanskrit or Perso-Arabic terminology—comparatively small in number—adopted or coined according as the language is Sanskritic or Dravidian or Urdu, Pushto or Sindhi;
- (v) That standard terminologies should be fixed for the various scientific and humanistic subjects such as Mathematics, Anatomy, Physiology, Economics, Scientific Philosophy, Modern Logic, etc.;
- (vi) That as soon as the tables of scientific terminology are settled, text books should be got written in the principal Indian languages for all grades of education and that all other terminology should be discouraged;
- (vii) That it should be commended to the Provincial Governments that they should set up small representative committees of experts in their areas to take up the work of fixing and standardising the terminology under (iv) (b) above; and
- (viii) That the Central Advisory Board of Education should set up a permanent Board of Reference whose views must ultimately be accepted by all educational authorities and organisations.

The Board, while expressing itself in favour of uniformity in the matter of adopting scientific terminology for regional languages in India, felt that the purpose in view could best be attained by following the English terminology, but in order that the question might be examined in greater detail decided to appoint the Committee named below, with power to co-opt:—

1. The Right Honourable Sir Akbar Hydari, LL.D., President of H. E. H. the Nizam's Executive Council, Hyderabad State—*Chairman.*
2. The Honourable Diwan Bahadur Sir K. Ramunni Menon.
3. Mr. S. C. Tripathi, I.E.S., Director of Public Instruction, Orissa.
4. Mr. W. H. F. Armstrong, I.E.S., Director of Public Instruction, Punjab.
5. Dr. Sir Zia-ud-Din Ahmad.
6. Pandit Amaranatha Jha, Vice-Chancellor, Allahabad University.
7. Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.
8. The Educational Commissioner with the Government of India.

2. In accordance with the powers conferred on the Committee by the Board, the following were co-opted as additional members:—

- (1) Dr. Abdul Haque, Secretary, All-India Anjuman-e-Taraqqi-e-Urdu, Delhi.
- (2) Dr. S. S. Bhatnagar, O.B.E., Director of Scientific and Industrial Research.
- (3) Dr. Mozaffaruddin Quraishi, Professor and Head of the Department of Chemistry, Osmania University.

3. The Committee, as finally constituted, met at Hyderabad (Deccan), on the 15th and 16th October 1940. Pandit Amaranatha Jha was unable to be present on the 15th and attended the meeting on the 16th only. Mr. S. C. Tripathi did not attend. Nawab Mahdi Yar Jung Bahadur, Vice-Chancellor of the Osmania University and Education Member, Government of His Exalted Highness the Nizam, was present at the meeting by special invitation.

4. The Agenda and the other papers circulated along with it to the members are set out in Annexures I and II respectively. In addition, the following papers were circulated to the members:—

- (a) A note by Pandit Amaranatha Jha, Vice-Chancellor, Allahabad University (*vide* Annexure III).
- (b) A note by Dr. Abdul Haque, Secretary, Anjuman-e-Taraqqi-e-Urdu (Hind) (*vide* Annexure IV).
- (c) A note by Dr. Mozaffaruddin Quraishi, Professor and Head of the Department of Chemistry, Osmania University (*vide* Annexure V).

5. In opening the proceedings, the Chairman cordially welcomed the members of the Committee to Hyderabad. The members in return expressed their appreciation of the generous hospitality extended to them by the Government of His Exalted Highness the Nizam.

6. The Chairman stated that the problem of adopting a Uniform Scientific Terminology based on Urdu had been engaging the attention of the Osmania University for a considerable period and much work had already been done. He referred in particular to the principles followed by the Osmania University as since 1920 (these are embodied in the note by the Director of Public Instruction, Hyderabad, in Annexure II(c) and explained in detail the organisation and activities of the Bureau of the Osmania University constituted specifically for this purpose.

7. The point was raised in connection with the Committee's terms of reference as to whether the discussion should be confined to the pre-university stages of education or should embrace all stages. The Committee decided that the question should be considered in relation to all stages of education. Opinion was also general that it would be impracticable to prescribe the particular sciences in relation to which the main question should be considered or to investigate issues restricted to individual sciences. The Committee felt that they should confine themselves to exploring the general problem in its widest aspect.

8. The Committee considered it desirable as a matter of general principle that a common approach to the main problem should be sought for India as a whole though they were fully conscious of the practical difficulties in the way of achieving this object. It was felt that regard might usefully be had to the attempts already made or at present in progress in different parts of the country to solve this problem so far as the principal regional languages are concerned. There was general agreement that whatever terms were adopted, they should be as precise and simple as possible so that they may be understood not only by those engaged in educational institutions but also by the public at large. A large number of people all over India were already familiar with many English technical and scientific terms through their use in every day life. For this reason and more particularly because of the world-wide tendency in the more advanced stages of learning towards the adoption of an international scientific terminology, the Committee came to the conclusion that where international terms (in their English form) are already in common use in India, they should be retained and that in other cases the question of adopting them for Indian use should be considered before any attempt is made to invent Indian equivalents.

9. The Committee next considered the need for supplementing the international terminology, particularly in the earlier stages of education, by words of Indian origin and which would be acceptable in all parts of the country. The primary objection to this is that the regional languages do not derive from a common parent stock and in view of their radical differences any uniform terminology imposed from above would be exposed to the criticism that it was largely artificial. It was, however, thought to be both possible and desirable that through progressive stages some degree of uniformity might be reached so far as the two main groups of Indian languages are concerned, viz., Hindustani which covers most of the languages spoken in Northern India and the Dravidian group for Southern India. Terms already existing or of simple coinage which would be readily understood throughout their respective groups would form a valuable second category. The coining of elaborate or pedantic terms based on classical languages is to be deprecated.

10. In the third category will fall those terms which are peculiar to regional languages and are in common use. Their retention is clearly

essential for the sake of intelligibility during the lower stages of education even though later on they may tend to be replaced by 'Indian group' or international terms. The stage at which and the means by which terms of wider acceptance whether 'group' or 'international' should be substituted for local names are questions which might usefully be explored by the Committee referred to in para. 11.

11. Having defined in broad terms the nature of the categories into which a scientific terminology for India should in their opinion be divided the Committee next considered how to determine the actual contents of each category and what machinery would be required for this purpose.

It was realised that in a matter of this kind finality was neither attainable nor desirable. Terms should be subject to revision in the light of internal experience and external developments. Moreover while it would be reasonable to expect a fair amount of agreement as the contents of the first or international category so far as the requirements of the more advanced stages of learning are concerned, at other stages there might be substantial variations in different parts of India dependent on the availability of suitable terms either common within one of the two main groups or peculiar to certain regional languages. While recognising that in such cases the final decision would have to be local and would naturally come within the purview of the Provinces and States concerned the Committee felt that some central committee of reference would be required to whom problems of general application could be submitted and that each of the two main language groups should have a committee of its own to offer advice on problems of terminology peculiar to its own group. The constitution of these Committees, which need not themselves consist of scientific or linguistic experts but should have power to co-opt experts or appoint *ad hoc* expert sub-committees, would have to be decided by the Central Government in consultation with Provincial Governments and States.

12. In connection with two matters of important detail the Committee decided—

- (a) that for all the sciences the international symbols and figures should invariably be adopted and that to avoid confusion mathematical propositions and questions should always be written from left to right even in those languages like Urdu where the script runs from right to left;
- (b) that the responsible authorities, assuming they accept the recommendations of the Committee, should take steps to secure that text-books are written in conformity with them.

Main conclusions and recommendations.

I. That in order to promote the further development of scientific studies in India, it is desirable to adopt a common terminology so far as may be practicable and full regard should be had to attempts which have already been carried out with this object in view.

II. That in order to maintain the necessary contact between scientific development in India and similar developments in other countries, the scientific terminology adopted for India should assimilate wherever possible those terms which have already secured general international acceptance. In view, however, of the variety of languages in use in India and of the fact that these are not derived from one common parent stock, it will be

necessary to employ, in addition to an international terminology, terms borrowed or adapted from the two main stocks to which most Indian languages belong as well as terms which are in common use in individual languages.

An Indian scientific terminology will therefore consist of—

- (i) An international terminology, in its English form, which will be employable throughout India;
- (ii) Terms borrowed or adapted from Hindustani or the Dravidian languages according to the affinities of the area, but avoiding as far as possible difficult words from Sanskrit, Persian or other classical languages;
- (iii) Terms peculiar to individual languages whose retention on the ground of familiarity may be essential in the interest of popular education. In the higher stages of education terms from categories (i) and (ii) may be progressively substituted for those in category (iii).

III. To ensure the steady and uniform growth of Scientific Terminology on an all-India basis, it is desirable that there should be a Central Board of Reference with expert sub-committees whose guidance on general issues and decisions on specific issues submitted to them would be accepted by Provincial Governments and other regional bodies concerned.

IV. That on the assumption that Indian languages may be divided into two main groups, *viz.*, (i) Hindustani, (ii) the Dravidian group, Boards should be set up for each group with the object of evolving a common terminology within the group.

V. That for the sake of uniformity, mathematical propositions and questions in Urdu should be written from left to right.

VI. That to promote uniformity and to encourage the widest possible use of the terms approved, the authorities responsible for authorising the use of text-books should see that only those are sanctioned which employ the terms in question.

(Sd.) AKBAR HYDARI (*Chairman*).

RAMUNNI MENON.

W. H. F. ARMSTRONG.

ZIA-UD-DIN AHMAD.

AMARANATHA JHA*.

U. M. DAUDPOTA.

JOHN SARGENT.

ABDUL HAQUE.

S. S. BHATNAGAR.

MOZAFFARUDDIN QURAISHI.

* Subject to note of dissent.

NOTE OF DISSENT BY PANDIT AMARANATHA JHA.

I object to the division of Indian languages into Hindustani and Dravidian. I am of opinion that there should be three rather than two groups—(1) Sanskritic, (2) Persian-Arabic, and (3) Dravidian.

ANNEXURE I.

AGENDA FOR THE SCIENTIFIC TERMINOLOGY COMMITTEE OF THE CENTRAL
ADVISORY BOARD OF EDUCATION IN INDIA.

1. To consider whether a common scientific terminology should be fixed for India as a whole, and if so, whether the main and common part of such a terminology should be borrowed extensively from the English terminology.

2. To consider whether every Indian language should have three main divisions in its scientific terminology consisting of—

- (a) the main English terminology which will practically be the common terminology for all-India;
- (b) the terminology peculiar to the language; and
- (c) Sanskrit or Perso-Arabic terminology, adopted or coined, according as the language is Sanskritic or Dravidian, or Urdu, Pushto or Sindhi.

3. To consider whether standard terminologies should be fixed for the various scientific subjects such as Mathematics, Anatomy, Physiology, etc.

4. To consider whether the Central Advisory Board of Education should set up a permanent Board of Reference whose views would ultimately be accepted by all educational authorities and organisations.

5. To consider any other matter that may be raised at the meeting.

ANNEXURE II.

(a) MEMORANDUM PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA AT ITS MEETING HELD IN MAY 1940, ON THE SUBJECT OF ADOPTION OF A UNIFORM SCIENTIFIC TERMINOLOGY FOR INDIA.

The question of adopting a uniform scientific terminology for regional languages has been engaging the attention of the Government of Bombay for sometime past. They accordingly asked Mr. B. N. Seal, I.E.S., their Deputy Director of Public Instruction, to prepare a note on the subject. That Government have now forwarded a copy of the note prepared by that officer, and desire that the question should be taken up by the Central Advisory Board of Education in order that a common scientific terminology acceptable to the whole of India may be evolved. The Government of Bombay are prepared to take up this work in so far as Marathi, Gujarati and Kannada are concerned.

2. A copy of the letter from the Government of Bombay together with a copy of the note prepared by Mr. Seal, in which the proposed scheme is fully explained, is appended for the information of the Board. For the sake of convenience the main features of the scheme are given below:—

- I. That a common scientific terminology should be fixed for India as a whole;
- II. That the question of an all-India scientific terminology should, in the first instance, be referred to an authoritative all-India body;
- III. That the main and common part of the scientific terminologies to be devised for the principal Indian languages should be borrowed extensively from the English terminology;
- IV. That every Indian language should have the following three main divisions in its scientific terminology, viz.—
 - (a) the main English terminology, which will practically be the common terminology for all-India,
 - (b) the terminology peculiar to the Indian language—a very small section,
 - (c) Sanskrit or Perso-Arabic terminology—comparatively small in number—adopted or coined, according as the language is Sanskritic or Dravidian or Urdu, Pushto or Sindhi;
- V. That standard terminologies should be fixed for the various scientific and humanistic subjects such as Mathematics, Anatomy, Physiology, Economics, Scientific Philosophy, Modern Logic, etc.;
- VI. That as soon as the tables of scientific terminology are settled, text books should be got written in the principal Indian languages for all grades of education and that all other terminology should be discouraged;
- VII. That it should be commended to the Provincial Governments that they should set up small representative committees of experts in their areas to take up the work of fixing and standardising the terminology under IV (b) above; and
- VIII. That the Central Advisory Board of Education should set up a permanent Board of Reference whose views must ultimately be accepted by all educational authorities and organisations.

3. The question of imparting education in India in all its grades through the medium of the Indian languages has assumed a great importance, and it is, therefore, considered desirable that the question raised by the Government of Bombay should receive the consideration of the Central Advisory Board of Education. The matter is accordingly placed before the Board for their consideration.

COPY OF LETTER No. 6671/F., DATED THE 23RD NOVEMBER, 1939, FROM THE
GOVERNMENT OF BOMBAY.

SUBJECT:—*Adoption of uniform Scientific Terminology for regional languages.*

I am directed to state that the question of adopting a uniform scientific terminology for regional languages has been engaging the attention of this Government for sometime past. Mr. B. N. Seal, I.E.S., was asked to prepare a note on this question, a copy of which is appended. The Government of Bombay agrees with Mr. Seal that if a common Scientific Terminology acceptable to the whole of India is to be evolved, then the work should be undertaken by the Central Advisory Board of Education. I am accordingly to request you to move the Central Advisory Board of Education to take up this question.

2. I am also to state that this Government is prepared to take up the work so far as the following languages are concerned, viz., Marathi, Gujarati and Kannada.

A NOTE ON THE QUESTION OF A UNIFORM SCIENTIFIC TERMINOLOGY FOR INDIA
BY MR. B. N. SEAL, I.E.S., DEPUTY DIRECTOR OF PUBLIC INSTRUCTION,
POONA.

1. A representative Committee of eminent scientific and technological experts with an intimate knowledge of the theoretical as well as the practical aspects of their respective subjects, can alone succeed in fixing a common scientific terminology which can be expected to be accepted by India as a whole. This Committee, it goes without saying, must be helped by a body of scholars in Sanskrit, Persian and Arabic. If the question of a scientific terminology for India is going to be solved on an all-India basis, with variations to suit regional needs, I think the Central Advisory Board of Education in India should be moved to take up this important problem, as in my opinion, it is the duty of that body to give an effective lead in such a matter. I will, however, go into certain general considerations which I hope will help to clear the issues. That our education in all its grades should be imparted through the medium of the Indian languages is today, almost a hackneyed statement and needs no reiteration. I doubt, however, whether many of those who advocate this policy understand its full and varied implications. Without the concurrent creation of the necessary literature for the teaching of all science subjects in our schools and colleges, the Indian languages cannot fruitfully be employed as the vehicle of instruction. All efforts in this direction are bound to be unsuccessful unless we consciously plan to achieve our ultimate objects. Some, no doubt, may think that it is the business of authors in general to devise and accept independently the necessary scientific terminology for the purpose of producing the appropriate literature. But I cannot share this view. If this important work is left to private initiative and enterprise, it is more than likely that parochial views will come in the way

of the cultural unification of India I advocate, therefore, that the accepted terminology must be more or less on an all-India basis, and in the main that terminology should be the English terminology. I am suggesting later in this note that the Central Advisory Board of Education and the Provincial Governments should appoint the necessary committees in connection with this work. These committees, however, should not be given the option of adopting the policy of coining words of Sanskrit, Persian or Arabic origin except in a comparatively small percentage of the total number of scientific terms. I am aware that I shall be vehemently opposed in the view by a number of educational authorities in India, and yet I am convinced that this borrowing from a foreign tongue is not only necessitated by the circumstances of our complex educational problems, but it can also be defended on sound educational grounds.

2. This question of an Indian Scientific terminology cannot be settled by a small compact committee representing any particular language or locality. It has to be referred to an authoritative all-India body in the first instance, since, in my view no constructive proposals can possibly be forthcoming unless the question is examined from all its diverse aspects by competent persons.

3. I will, therefore, confine myself to certain general considerations, because I feel I am not competent to give expert advice in relation to all Science subjects, nor in relation to all Indian languages. I fully realise that many controversial issues can be raised in connection with this problem. In my considered opinion, however, the main and the common part of the scientific terminologies, which are to be devised for the principal Indian languages, should be borrowed extensively from the English terminology. In support of my views I give below certain arguments which will incidentally meet the usual criticisms that are levelled against the adoption of a foreign terminology in the body of the Indian languages:

(1) It may be maintained by some that the introduction of foreign words in the Indian languages is not in consonance with the sentiments of nationalism. To be frank, however, the very spirit of nationalism requires a uniform terminology to be used all over India as far as possible. The adoption of the English terminology will settle many a dispute between the pro-Sanskrit and pro-Perso-Arabic parties and will avoid the circumstance of having two entirely distinct and parallel terminologies. Modern science in every sense is a gift of the West, and it has been mainly developed in Western Europe during the last 300 years. I cannot understand how anyone could feel humiliated if he has to accept that science even in its native terminological garb. Knowledge is knowledge—Eastern or Western.

(2) It may be urged by linguistic authorities that foreign words, borrowed from any of the vernaculars of Europe, will spoil the 'sound' quality, and is to say, will mar the music and flow of our languages. This argument is, to a large extent, untenable because the majority of our Indian languages are rich in consonants and vowels, and therefore the imported foreign technical words will hardly cause any phonetic incongruities or consonantal discords, nor will they raise much difficulty by way of pronunciation. The transliteration of these foreign terms in Indian scripts will be comparatively speaking an easy task and slight variations in the pronunciation should not be forbidden as long as the adapted words or terms remain recognisable.

(8) These foreign terms, some critics point out, will lack native linguistic associations. It is difficult to say what exactly is meant by such a statement. Undoubtedly the scientific terms of the European languages were mainly drawn from Latin or Greek sources by the pioneers of scientific discovery. These terms were chosen not because they were considered to have any sacred and hoary associations, but mainly because they were found convenient, specially in view of the fact that no living language in Europe possessed a wider or more varied vocabulary than that of Latin or Greek. We must not also overlook the fact that the classical languages were almost universally used as the main vehicle of expression by scholars in all European academies. Again, the associations around these terms that appear now to be so firmly established, have really been a matter of natural growth due to the wide and prolonged usage that they have enjoyed in the general scientific literature of modern Europe for centuries. This question of literary associations raises, I am well aware, number of interesting and knotty problems in linguistics, semantics, and the psychology of languages, but I do not wish to enter into a disquisition on these and other allied topics. The two important but somewhat unacknowledged principles relating to this matter are briefly—

(a) The word 'beautiful' in any language acquires the associations of beauty.

(b) Good grammar and language in current usage is mainly bad grammar and language of a preceding age. King's English is, therefore, often bad English in current usage. In other words all languages are forms of *apabhraṃśa*.

(4) The foregoing observations are not strictly speaking relevant to the main subject under discussion. Until very recently pure scientific literature was hardly tested by aesthetic standards. It may be that fashions among scientific writers are changing and before long all jargons, scientific, administrative, or otherwise, will reach the same standard of literary excellence. We must not ignore our Hudsons and Whiteheads.

The importation of foreign words in any language should not be discouraged as long as such words do not interfere with the structure and syntax of that language. For instance, the English language has benefited by a steady influx of foreign words from all parts of the far-flung British Empire. Imperialism has thus not only enriched the Britisher materially by an extension of his territories but also intellectually by a similar enlargement of his vocabulary.

(5) It may be held by some interested parties that free competition among text-book writers is all that is required, and in course of time, this will lead to the unconscious acceptance of the very terminology that we are seeking to establish. This laudable procedure, I need only point out, will entail the labour of several generations of writers before any definite achievement is made possible. A *laissez faire* policy in this respect is nothing but the postponement of the solution of the problem to a future date.

4. Although I have maintained that our main terminology should be English I must not be understood to mean that I do not advocate any terminology from indigenous Indian sources. Before I can say as to which terms should be borrowed and which should have their Indian equivalents, it will be necessary to give a broad and somewhat unscientific classification of scientific terms which would enable us not only to see the complexity

of our problems, but also to point out the way to solve a few of our difficulties. Broadly speaking, the main groups are—

(i) Names of concrete natural physical objects or phenomena (*viz.*, sun, moon, star, air, wind, water, lightning, thunder, echo, aurora borealis, earthquake, tree, grass, rose, stone, granite, mule, elephant, ant, vein, limb, metal, etc.). Such of these names as are easily available in any of the Indian languages should be accepted and the rest should be kept in their foreign forms.

(ii) Names of concrete physical objects or occurrent phenomena discovered by scientific analysis or investigation (*viz.*, proton, electron, positron, neutron, photon, Alpha particles, Beta ray, X-ray, cosmic ray, ion, atom, molecule, radium, hydrogen, argon, anthrax, sodium, chromosome, neuron, gene, vitamin, enzyme circuit, eclipse, tide, spectrum, nebula, binary stars, Cepheid variables, etc.). Such names should be kept, as a rule, in their foreign forms. There may be a few exceptions.

(iii) Names of concrete artificial (man made) objects, instruments, apparatus, machinery, engines, etc. (*viz.*, barometer, telescope, microscope, galvanometer, gramophone, radio, calorimeter, battery, cathode, anode, dynamo, Davy's safety-lamp, tube, cylinder, piston, valve, transformer, insulator, eccentric wheel, rudder, anvil, furnace, watch, clock, table, screw, nail, mirror, prism, hinge, bolt, nut, pin, needle, Zeppelin, etc.). Such names should be adopted in their foreign forms except where convenient Indian terms are already in current usage.

(iv) Conceptual or abstract names (ideas) as well as adjectival names; these are of two kinds for the purposes of our classification:—

(a) concepts, abstract ideas, qualities, properties, names of subjects of study and of scientific theories, etc., which are of scientific importance and which are to be found in any of the civilized languages of the world (*viz.*, force, centre, volume, weight, dimension, unit, resistance, velocity, heliocentric, number, rotation, speed, impact, nutrition, action, reaction, sensation, size, measurement, pitch, resonance, frequency, undulation, oscillation, latitude, longitude, equinox, surface, liquid, solid, gaseous, charge, radiation, dispersion, wave-propagation, centre of gravity, lines of force, Algebra-Geometry, Mathematics, etc.). Such names must be accepted in their native forms (Sanskrit, Persian, Arabic or in any Indian language as required) and names of complex ideas may even be coined from these basic sources, wherever necessary and feasible.

(b) Concepts, abstract ideas, qualities, properties, names of subjects of study and of scientific theories, etc., which have been adopted or specially coined during the course of scientific investigation, particularly in the post-renaissance period. Most of these terms or names are of a highly technical nature and may not have any direct or obvious connection with concepts mentioned under (iv) (a) (*viz.*, momentum, horse-power, erg-kilowatt, ampere, isobar, isotherm, thermodynamic potential, electromagnetic induction, electrolysis, atomic number, atomic weight, specific gravity, specific heat, valency, isotope, amorphism, diffraction, polarisation, achromatism, spectral lines, insulation, conductivity, radioactivity, dissociation theory, wave-mechanics, geodesics, principle of indeterminacy, photon, entropy, acceleration, corpuscular theory,

metabolism atavism, recessive characters, electromagnetism, Astrophysics, Mechanics, Electrodynamics, Hydrostatics, Trigonometry, Bacteriology, Entomology, Biochemistry, etc.). Such terms, with few exceptions, should be retained in their foreign forms.

(v) Names of scientific principles, theories or laws associated with the names of their discoverers, inventors, etc. (*viz.*, Boyle's law, Hooke's law, Doppler's principle, Brownian movement, Ohm's law, Planck's quantum, Raman effect, Wassermann test, Lorentz transformation, Copernican Theory, Darwinian Theory, Lamarckism, Mendelism, etc.). Such names should be kept in their original forms.

(vi) Symbolic systems with their constituent concepts devised for expression and development of mathematico-scientific thinking on an exact basis, eliminating the employment of language as far as possible. Most of the symbols in such systems are non-linguistic or what has been termed in recent literature 'illustrative' or 'shorthand'. These systems as well as the symbols should be incorporated in Indian scientific literature, though minor modifications and adaptations of any easy and intelligible nature are to be allowed. (Examples: The major part of pure and applied mathematics, symbolic or mathematical logic, chemical formulae and other hybrid pictorial methods of scientific exposition, etc.)

(vii) Names of units of weights and measures as well as of other units of scientific measurement (perceptual or conceptual) should be adopted wholesale. Some of these names fall within the scope of groups mentioned above.

(viii) Proper names naturally are proper names and cannot have equivalents.

From the above classification it will be apparent that we are committed to the adoption of any complicated system of accepted nomenclature, which is valuable for purposes of systematic scientific classification and description. (Linnean nomenclature, Anatomical nomenclature, Geological nomenclature, Chemical nomenclature, nomenclature of the British Pharmacopia, etc.)

5. I have deliberately abstained from any reference to verbs in my divisions of scientific terminologies but any body of experts who will tackle the general question will have to bear this in mind and suggest methods of adaptation.

6. It is hardly necessary to point out that the publication of dictionaries and glossaries of technical scientific terms in the Indian languages is useless unless the published terminology has been previously given the stamp of recognition. Terminologies of this kind (published or unpublished) can hope to acquire the requisite amount of importance only when they are uniformly forced upon the writers of scientific literature. It has been suggested in some quarters that teachers of science subjects can help materially in bringing about a standard Indian scientific terminology into currency by means of oral teaching. This is a dangerous process. If the teachers are left free to introduce their own terminology to their own pupils, the prospect of the establishment of any uniform terminology will be greatly diminished. The resulting situation will become that of the Tower of Babel. In point of fact it is through the appropriate and recognised literature which is in constant use in educational institutions that any particular terminology can be effectively brought into usage and acceptance.

Again the question of terminology cannot be taken up by stages of education, that is to say, we cannot attempt at first to evolve and standardise the terminology suited to primary education and then to secondary and still later to university education. This cannot be done compartmentally for the obvious reason that some technical terms embodying scientific concepts, which are to be fully explained in text-books meant for the secondary stage must find mention in text-books belonging to the primary stage, and also the terminology of the university stage will, to some extent, delve into the terminology of the secondary stage. The whole question has, therefore, to be thrashed out, and the sooner we do it the better, because once a particular terminology is adopted unthinkingly for use in text-books as well as in the class-room, it will be very difficult to have it modified or removed afterwards.

7. As soon as the tables of our scientific terminology are settled by accredited authorities, our first duty will be to get text-books written in the main Indian languages for all grades of education. Apart from getting text-books written for use in educational institutions, there is the larger and equally important question of the creation of suitable popular literature in all modern sciences written in a style and manner which are intelligible to the layman. This type of literature will exercise a beneficent influence on the mentality of our literate population, including the so-called educated public, and will ease the course of social reform and propaganda. I must point out that the popular literature of the kind I have in my mind will make copious use of the most modern and up-to-date scientific ideas and concepts which are attracting the attention of the contemporary scientific world. All the more therefore, the question of an Indian terminology cannot be taken by stages or compartmentally. Half-hearted tinkering with these problems will not improve matters, and it is more than likely that we shall have to plan out the completion of our scheme for the production of scientific literature within the space of not less than two decades. There is no room for local and narrow-minded solutions of our problems, and text-books written in non-recognised terminologies must be ruthlessly weeded out. In educational matters defective organisation is often much more deplorable than no organisation, to wit our present system of education.

8. One of the important considerations that has persuaded me to accept a foreign terminology in a major part is the fact that our students in scientific and technological subjects will have to go mainly to British and other European Universities for their advanced studies and research work. India cannot be brought to the forefront of the scientific world in a day. Without question, India has produced one of the world's greatest mathematicians in the present century. Ramanujan is only the beginning or India's modern career in pure science. Other eminent men of science have already appeared on the scene and are winning world reputation. Nevertheless many of our students will have to go abroad for higher technological and scientific training for some time to come. In my view they should, at no stage of their education, be forced to discard any considerable part of the terminology which they will have learnt in India, and be taxed with the learning of thousands of new terms in a foreign tongue. We should, therefore, see that our students may not have to waste their mental energy in learning, unlearning, and relearning different sets of terms. The proposed predominantly English terminology will have many other advantages. The poorest boy in the village will be able to go up to the university and will

not feel himself cut off from the higher spheres of education. There should not be, under any condition, two brands of education, one Indian and meant for the poor and depressed country folk, and the other Europeanised and meant for the urban population and affluent classes. Further it should be borne in mind that a large number of Indian students will be trained in advanced and research work in the Science and Technological Colleges of this country, and they will have to keep themselves abreast of the up-to-date and modern developments in their subjects, which are reported in the scientific journals and proceedings of learned societies. Most of these journals are and will be written in European languages, and therefore, a knowledge of the Indian terminology, if it is mainly English, will be not only extremely convenient but also very desirable. I fully realise that these research and advanced students will have to learn a European language (generally English), if their training is to be effective. The standard of quality of the knowledge of a foreign tongue that is required for such purposes is easily attainable. As an example I might mention the ease with which professors of scientific subjects are being exchanged between different European countries. This is possible because the main scientific terminology is tending to become uniform all over Europe. Science is universal, so should be the scientific terminology within limits. Professor J. B. S. Haldane rightly observes: "Science is an international concern. Any paper on pure science becomes the property of the whole world the moment it is published, and the special scientific terminology so frequently termed jargon is, with all its faults, an international language. One can get the gist of a scientific paper in any European tongue, and even amidst a wilderness of Japanese script one comes across cases of mathematical expressions, numerical tables, and chemical formulæ."

9. Another point of interest is that, whether we like it or not, a number of English technological and scientific terms have already been accepted in our workshops, firms, yards, etc. Even the illiterate railway-workers, mechanics, motor drivers, fitters, etc., are at present well-acquainted with that part of English technological terminology which comes within the routine of their daily activities and avocations. We cannot drive out the English terminology from the life of these people by publishing literature in Indian terminology in the form of glossaries and dictionaries and text-books.

10. In my scheme the Sanskritic terms which should be adopted in our scientific terminology must be the same in most Indian languages. Similarly Perso-Arabic terms are bound to be adopted in such languages as Urdu, Pushto, Sindhi, etc. To put the matter in a nut-shell, every Indian language will have the following three main divisions in its scientific terminology:

(X) The main English terminology (practically the common all-India terminology).

(Y) The terminology peculiar to any of the Indian languages (a very small but variable section, each language having its own independent section).

(Z) (a) The Sanskritic terminology adopted or coined for all Sanskritic or Dravidian languages, or

(b) The Perso-Arabic terminology similarly adopted or coined for Urdu, Pushto, Sindhi, etc. (Both sections comparatively small, the Sanskritic section for one group of languages and the Perso-Arabic section for another).

N.B.—The X, Y and Z classes in respect of any given languages are mutually exclusive, although they need not be identical in extension with the three respective classes of any other language. I do not wish to enter into the further logical niceties of this division.

As and when Hindustani, in the form of a mixture of Hindi and Urdu, becomes current and is accepted as the common all-India language, the section (Z) relating to it will, as a matter of course, become a convenient component of (Z) (a) and (Z) (b) mentioned above.

The Indian parts of the terminology mentioned above must be fixed by bodies of experts. However, it should be borne in mind that ultimately the choice of these technical terms will be, to a certain extent, arbitrary. In Europe also the choice of the scientific terminology in current usage had been arbitrary, that is to say, the actual terms that are current today were fixed by scientific discoverers and thinkers according to their own imaginative likings. In India we cannot go through this natural process and gallantly propose to remake history. Without wholesale borrowing, the task of inventing our own terminologies will be of a stupendous magnitude, hardly realised by our scientific—or is it unscientific?—enthusiasts, and is beyond the capacity of the men available in India for this purpose. The time-clock cannot be pushed back, in spite of Einstein. Therefore our terminology must be determined mainly on the basis of what has already been achieved by the patient labour of generations of European Scientists. To think otherwise is pure obscurantism. A body of eminent Indian scientists is alone competent to undertake this task in close consultation with one another and they will have to indicate the general lines or principles upon which the work of fixing the different local terminologies is to proceed. They will have to recommend a hybrid terminology if they mean business, and a hybrid terminology it should be. There is no such thing as absolute perfection in these matters—Einstein vindicated!

11. I believe that the Central Advisory Board of Education will advise the local Governments to set up small representative committees in their respective provinces and to take up the work of fixing and standardising the different terminologies coming under (Y) of para. 10 based on certain general principles laid down by the Board. The work in connection with the fixing of the sections (X) and (Z) of para. 10 will require wider and more representative committees.

With regard to the common Sanskritic terminology mentioned in (Y) (a) of para. 10 it is probable that an inter-Provincial committee, helped by Sanskrit scholars, will be in a position to evolve an agreed terminology which will have the prospect of acceptance by Sanskritic India as a whole.

The Bombay University should be associated with the work of our Provincial terminologies. The Mysore University must also be consulted in the case of the Kannada terminology and the University of Nagpur in the case of Marathi. With regard to the Urdu terminology, we shall have to seek the advice of the Osmania University, Hyderabad, the Muslim University, Aligarh, the Anjuman-e-Taraqqi-e-Urdu, Aurangabad, and the Jamia Millia Islamia, Delhi, and the final Urdu terminology evolved by these bodies and other authorities should be used by the Urdu-speaking population of India. Besides, this part of the work as has been hinted above in the case of Sanskritic terminology is not the concern of one province only.

Probably the Central Advisory Board of Education will find it necessary to set up a permanent Board of Reference whose views must ultimately be accepted by all educational authorities and organisations.

12. It is not possible to give anything like a complete list of the scientific and technological subjects for which we are in immediate need of technical terminologies. A tentative list may, however, be offered:—

1. Mathematics.
2. Astronomy.
3. Physics.
4. Engineering.
5. Some of the main branches of technological subjects.
6. Chemistry.
7. Geology.
8. Botany.
9. Zoology.
10. Anatomy.
11. Physiology.
12. Hygiene.
13. Geography.
14. Psychology, etc.

The list suggested above will have to be revised and modified by experts who have a first-hand knowledge of the actual and immediate needs of our country. It is almost certain that other branches of pure and applied science than those mentioned in the list will deserve our attention. For instance, the whole of medical and veterinary science.

In this connection it may be mentioned that there is also a necessity for fixing standard terminologies for the following more or less humanistic subjects:—

1. Economics.
2. Political science.
3. Anthropology.
4. Sociology.
5. Modern logic.
6. Scientific philosophy.

13. One more point; and that is that the scheme adumbrated in this note may be sent to the Honorary Visitors of the Royal Institute of Science, Bombay, for remarks and criticisms.

EXTRACT FROM A LETTER NO. 11/2457, DATED THE 10TH FEBRUARY 1940, FROM THE PRINCIPAL, ROYAL INSTITUTE OF SCIENCE, BOMBAY.

Scientific Terminology—Adoption of uniform—for regional languages.

With reference to the correspondence ending with your letter No. 711-C of 7th February 1940, on the subject mentioned above, I have the honour

to say that so far only two out of the four Honorary Visitors have replied. Their opinions are as under:—

(i) *Dr. S. S. Bhatnagar, Director, University Chemical Laboratories, Lahore.*—

"I agree whole-heartedly with the suggestion of Mr. Seal and shall be glad to do whatever I can in the materialisation of his suggestions."

(ii) *Dr. Birbal Sahni, Professor of Botany, University of Lucknow.*

"It is apparently a very thoughtful document, containing many valuable suggestions."

* * * * *

3. *The Srishti Dnyan Association* is endeavouring to compile similar collections in other branches of science—Botany, Zoology, Chemistry, Mathematics and Medicine; but the work is considerably handicapped for want of finances.

4. It can be seen from the published articles that the views expressed therein are almost identical with those expressed by Professor Seal.

LETTER FROM THE GOVERNMENT OF BOMBAY, No. 6671-F., DATED THE 24TH APRIL 1940, WITH ENCLOSURE.

Scientific Terminology—Adoption of uniform—for regional languages.

In continuation of this Department letter No. 6671-F., dated the 1st April 1940, on the subject noted above, I am directed to forward herewith 2 copies of the letter dated the 13th March 1940, from Professor G. Mathai, which contains his views on Mr. Seal's note on Scientific Terminology. The views of the fourth Honorary Visitor are still awaited.

COPY OF LETTER, DATED THE 13TH MARCH 1940, FROM PROFESSOR G. MATHAI, GOVERNMENT COLLEGE, LAHORE.

I have to thank you for sending me a copy of 'A Note on the question of a uniform Scientific Terminology in India' by Mr. B. N. Seal, I.E.S., which I have now read with much interest.

If it is finally decided that higher education (at College and University) and research publications in India are to be in the vernacular, it will be advisable to have a common Scientific Terminology. But it seems to be a complicated question to settle whether the Terminology should be taken from any of the European Languages (classical or modern) or from languages in India. Personally, I am doubtful, if higher scientific teaching and research can be properly carried on in India in any language other than English. It will certainly be helpful, if this general question is discussed by the Central Advisory Board of Education in India in the first instance.

I am sorry for the delay in replying, which was solely due to pressure of other work.

(b) EXTRACT FROM THE PROCEEDINGS OF THE FIFTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA HELD IN MAY 1940 (PARAGRAPH 16).

* * * * *

16. *Item 14.*—The question of adopting a uniform scientific terminology for regional languages has been engaging the attention of the Government

of Bombay for sometime past. They accordingly asked Mr. B. N. Seal, I.E.S., their Deputy Director of Public Instruction, to prepare a note on the subject and forwarded a copy of it with a request that the question should be taken up by the Central Advisory Board of Education in order that a common scientific terminology acceptable to the whole of India might be evolved. The matter was placed before the Board for its consideration. The Note prepared by Mr. Seal had been previously circulated to its members. The main features of the scheme contained therein are given below:—

- (i) That a common scientific terminology should be fixed for India as a whole;
- (ii) That the question of an all-India scientific terminology should, in the first instance, be referred to an authoritative all-India body;
- (iii) That the main and common part of the scientific terminologies to be devised for the principal Indian languages should be borrowed extensively from the English terminology;
- (iv) That every Indian language should have the following three main divisions in its scientific terminology, viz.:—
 - (a) the main English terminology, which will practically be the common terminology for all-India,
 - (b) the terminology peculiar to the Indian language—a very small section,
 - (c) Sanskrit or Perso-Arabic terminology—comparatively small in number—adopted or coined, according as the language is Sanskritic or Dravidian or Urdu, Pushto or Sindhi;
- (v) That standard terminologies should be fixed for the various scientific and humanistic subjects such as Mathematics, Anatomy, Physiology, Economics, Scientific Philosophy, Modern Logic, etc.;
- (vi) That as soon as the tables of scientific terminology are settled, text books should be got written in the principal Indian languages for all grades of education and that all other terminology should be discouraged;
- (vii) That it should be commended to the Provincial Governments that they should set up small representative committees of experts in their areas to take up the work of fixing and standardising the terminology under iv (b) above; and
- (viii) That the Central Advisory Board of Education should set up a permanent Board of Reference whose views must ultimately be accepted by all educational authorities and organisations.

While expressing itself in favour of uniformity in the matter of adopting scientific terminology for regional languages in India, the Board felt that the purpose in view could best be attained by following the English terminology. In order, however, that the question may be examined in detail the Board decided to appoint the Committee named below, with power to co-opt:—

1. The Right Hon'ble Sir Akbar Hydari, LL.D., President of His Exalted Highness the Nizam's Executive Council, Hyderabad State. *Chairman.*

2. The Hon'ble Diwan Bahadur Sir K. Ramunni Menon.
3. Mr. S. C. Tripathi, I.E.S., Director of Public Instruction, Orissa.
4. Mr. W. H. F. Armstrong, I.E.S., Director of Public Instruction, Punjab.
5. Dr. Sir Zia-ud-Din Ahmad.
6. Pandit Amaranatha Jha, Vice-Chancellor, Allahabad University.
7. Dr. U. M. Daudpota, M.A., Ph.D., Director of Public Instruction, Sind.
8. The Educational Commissioner with the Government of India.

The Committee's report when submitted will be examined by the Board.

* * * * *

(c) NOTE BY THE DIRECTOR OF PUBLIC INSTRUCTION, HYDERABAD, ON THE SUBJECT OF ADOPTION OF A UNIFORM SCIENTIFIC TERMINOLOGY FOR INDIA.

The issues raised in the note prepared by Mr. B. N. Seal on the subject of a uniform scientific terminology for India are as important as they are controversial. There can be no two opinions on the question of adopting a common scientific 'terminology' provided one is clear in one's mind as to what, exactly, is meant by 'terminology'. Mr. Seal does not seem to be very clear on this point, and as he has himself admitted in paragraph 4 of his note, his classification of the terms which should be imported into the Indian languages in their present form is "broad and somewhat unscientific".

Mr. Seal's note does not disclose any knowledge of the great work of compiling technical terms in *Hindustani* on which the Osmania University has been working for the last 20 years. A study of the methods followed at the Bureau would have been helpful in clearing some of the misunderstandings which Mr. Seal seems to entertain.

The question as to whether the English terminology used in scientific books should be retained in translations, and if so to what extent, was examined in the Osmania University as far back as 1920, and the University Council in its meeting held in May 1920, passed the following resolutions:—

- (a) Resolved that in view of the immense difficulties with which the evolution of a complete system of indigenous nomenclature is beset, and the facilities accruing from the use of international nomenclature in the prosecution of research and further study in other branches of learning like Medicine, Engineering, etc., it is advisable at present to adopt the latter;
- (b) That the international terms used be written both in English and in Urdu in the body of the text;
- (c) That the international formulæ and symbols be adopted; and
- (d) That the movement for coining Urdu equivalents be kept up, and that the co-operation of learned bodies outside the State should be solicited so as to evolve a common nomenclature.

In the light of the principle laid down in the resolution quoted above, technical terms used in the Osmania University translations have been divided into the following three groups:—

- (i) Nomenclature,
- (ii) Notation,
- (iii) Terminology.

Words coming under group (i) are not translated, but are incorporated in their English form. Thus names of Elements and their compounds, names of gases in Chemistry, and the names of phylum, classes, orders, genus and species in Biology are treated as international and retained in their original forms.

Words coming under group (ii)—Notation—belong mostly to mathematics. These symbols and abbreviations are translated like the full terms of which they are the symbols.

Under group (iii)—Terminology—are included all those scientific words which are either names of phenomena, properties, processes, apparatus, etc., or such terms as Heat, Light, Electricity, Sound, Magnetism which have connotations in common language also. These words form by far the largest part of scientific vocabulary, and have necessarily to be translated if a student has to understand scientific thought in his own language.

The above is the only scientific classification, for purposes of translations, that has ever been attempted in any Indian language, and experience at the Bureau and the lecture-rooms of the Osmania University has proved beyond doubt that it is the only sound method, consistently with the policy of imparting instruction in the highest Arts and Sciences of the West, through the medium of an Indian language. This experience will prove invaluable in any attempt that is contemplated to form an All-India Terminology.

To take some examples from the classification suggested by Mr. Seal (para. 10 of his note), if we are to retain terms such as 'spectrum', 'nebula', 'prism', 'valency', 'conductivity', 'radio-activity', etc., in their original English form, what shall we do with their derivatives such as 'spectral', 'spectroscope', 'spectrometer', 'nebulous', 'prismatic', 'prismatically', 'monovalent', 'divalent', 'conductive', 'conductor', 'conductiveness', 'radio-active', etc. Experience at the Osmania University has shown that where a technical term has a number of derivatives, it is always not only desirable, but also necessary, to translate it in order to express properly the different shades of meanings of the derivatives. This becomes all the more necessary where a technical term is also used in ordinary language.

The Osmania University has always been liberal and open-minded in its handling of the scientific terms. It has never allowed sentimental considerations of the kind mentioned by Mr. Seal (paragraph 3 of his note) such as "national vocabulary" or "beauty of sound" or "native linguistic associations" to stand in the way of its determination to transfer the highest thought of the West into Hindustani. Nevertheless, it is felt that the adoption of Mr. Seal's classification of terms which should be borrowed exclusively from the English vocabulary, would militate against the very purpose which it is intended to serve, namely, that of disseminating scientific knowledge through the medium of the Indian languages.

Nearly 80 per cent. of the technical terms used in scientific text-books fall under the category of terminology as defined above, and to retain them in their original English form would mean, in effect, the retention of English as the medium of instruction.

Mr. Seal's suggestion (paragraph 11 of his note) that a permanent Board of Reference should be set up whose views must ultimately be accepted by all educational authorities and organisations is a valuable one. It should be one of the duties of this Board to decide, in the light of experience gained at the Osmania University, as to which category of terms should be incorporated into the translations in their present form and which should be translated.

A word about Mr. Seal's division of terminology mentioned in paragraph 10 (X, Y, Z) of his note. He has included Urdu in the Perso-Arabic group, which is only a half-truth. With all its verbs derived from the Brij Bhasha, and being a composite language, Urdu has a greater claim to be made a basis of terminology than any other language and the present technical terms coined at the Osmania University may well serve the purpose of an All-India terminology.

(d) COPY OF A LETTER No. 34997-B.-1, DATED THE 12TH SEPTEMBER 1940, FROM THE GOVERNMENT OF MADRAS, TO THE DEPARTMENT OF EDUCATION, HEALTH AND LANDS.

Reference: Your letter No. F. 10-10/40-C. A. B. (C), dated 23rd August 1940.

The first official attempt at producing lists of scientific terms in Indian languages was made in 1923 when this Government appointed a Committee for the purpose of compiling such lists in the four main languages of this Presidency. This Committee completed its work in 1931 and the lists made by them were printed at the Government Press. These lists have not been looked upon as complete nor have they received universal acceptance by scholars. The lists were not accordingly specially approved by Government for use in schools.

2. Owing to a decision taken by Government that as from the school year 1938-39 the use of the mother tongue as the medium of instruction should be begun in the IV Form of secondary schools and continued in successive years in the V and VI Forms, the question has now acquired added importance. In June of this year the Government appointed a Committee of officials and non-officials for the purpose of settling the general principles on which a uniform system of standardised technical and scientific terms could be introduced in the Indian languages of this province. This Committee has just sent in its report. I am to forward a copy of this report and to add that the report is under the consideration of Government. The report is being published.

REPORT OF THE TECHNICAL TERMS COMMITTEE.

The Government in their Order No. Ms.-1051-Education, dated the 8th June 1940, appointed a Technical Terms Committee with the following terms of reference:—

- (1) (a) To what extent the equivalents of foreign technical terms in the South Indian languages which are now in use are acceptable for educational purposes;

- (b) Whether it is desirable to retain for school purposes the use of English technical terms where there are no accepted equivalents in the South Indian languages;
- (2) Whether in the alternative it is necessary to draw up new and standardised lists of equivalents of certain foreign technical terms for all the South Indian languages;
- (8) What direction should be issued to publishing houses and authors in regard to the decisions arrived at on references (1) and (2).
2. The following were the Members of the Committee:—
1. The Rt. Hon. V. S. Srinivasa Sastri, P.C., C.H., M.L.C., (Chairman).
 2. Dr. C. R. Reddi, M.L.C., Vice-Chancellor, Andhra University.
 3. Mr. R. M. Statham, C.I.E., Director of Public Instruction.
 4. Mr. H. C. Stagg, Messrs. Macmillan & Co., Madras.
 5. Mr. A. Daniel, Headmaster, Christian College High School, Guntur.
 6. Sri T. Suryanarayana, Principal, Government Arts College, Rajahmundry.
 7. Vidwan G. J. Somayaji, Andhra University.
 8. A representative of the Madura Tamil Sangam; Sri T. C. Srinivasa Ayyangar, B.A., B.L., M.L.C.
 9. Sri N. Venkatarama Ayyar, Headmaster, Zamorin's College High School, Calicut.
 10. Sri T. Rama Pisharodi, Commercial Instructor, Government College High School, Mangalore.
 11. Miss C. L. Kausalya, Lecturer, Queen Mary's College, Madras.
 12. Sri Rao Bahadur M. C. S. Anantapadmanabha Rao, Retired Professor of Physics.
 13. Dr. Muhammad Abdul Huq, Principal, Government Muhammadan College, Madras.
 14. Sri V. Rajagopala Ayyar, Headmaster, Board High School, Kollegal (Coimbatore).
 15. Professor K. Swaminathan, Addl. Professor of English, Presidency College, Madras (Secretary to the Committee).
3. The Committee met in the Committee Room of the Legislature, Fort St. George, on Monday, 24th June, on Tuesday, 25th June and on Monday, 15th July 1940, each day at 11 A.M., with the Rt. Hon'ble V. S. Srinivasa Sastri in the Chair.
4. Dr. C. R. Reddi was absent owing to ill-health on the first two days and Mr. T. C. Srinivasa Ayyangar was absent on the 25th June. All the members of the Committee were present on the 15th July.
5. The Committee had before it—
- (a) a confidential memorandum on Uniform Scientific Terminology for India by Mr. B. N. Seal, I.E.S., Deputy Director of Public Instruction, Poona, submitted to the Central Advisory Board of Education, Government of India, Delhi.

(b) a memorandum on the Language of Science Subjects by Mr. G. R. Paranjpe, M.Sc., A.I.I.Sc. (Royal Institute of Science, Bombay);

(c) a memorandum by Vidwan G. J. Somayaji, M.A., L.T., Andhra University.

6. All the Members of the Committee took part in the discussions which centred round the difficulties felt at present by pupils, teachers, publishers and examiners, and the various methods for bringing about efficiency in teaching and uniformity in scientific terminology within each language and as between South Indian languages as a whole.

7. The Committee noted with gratification the proposal now before the Central Advisory Board of Education for introducing uniform scientific terminology for the whole of India to the extent it may be possible. If such an All-India terminology comes to be adopted, it would affect only the second class of words recommended by this Committee and it may be possible after a time to revise our lists so as to bring them into line with the rest of India.

8. The Committee also resolved to direct the attention of the various special committees to the developments in this direction in Travancore and Cochin for Malayalam, in Mysore for Kannada and in Hyderabad for Urdu.

9. The Committee resolved to submit to Government the following general principles on which a uniform system of standardised technical and scientific terms can be introduced in the South Indian languages:—

(i) The equivalents of foreign technical terms in the South Indian languages now in use in the lower secondary classes have mostly established themselves and are acceptable for educational purposes. Other terms which are current in the South Indian languages may also be adopted, such as the names of concrete natural (physical) objects or phenomena, like lightning, thunder, echo, earthquake, metal, limb, mule. This group of words may be peculiar to each of the South Indian languages.

(ii) It is necessary to draw up a standardised list of technical terms, common to all South Indian languages, for conceptual or abstract names and ideas, as for example, qualities, properties, names of subjects of study; force, centre, volume, nutrition, action, reaction, sensation, latitude, longitude, equinox, surface, liquid, solid, gaseous, rotation, algebra and geometry. These names may be based on Sanskrit elements for Dravidian languages and on Persian and Arabic for Urdu. This group will necessarily be small.

(Our colleague, Mr. Pisharodi is of opinion that for the first few years at least the practice may be adopted of enclosing within brackets the English equivalents of the technical terms under this category).

(iii) The remaining technical terms, not included in the two previous groups, will be bodily taken from English and transliterated into the South Indian scripts, accompanied wherever necessary by the original words in English script enclosed within brackets;

Provided however that candidates at examinations will be permitted to use, at their option, either the original forms in English or the transliterated forms or both.

(iv) In Mathematical and scientific books, Arabic numerals and the signs and symbols in use in English books are to be retained.

10. The Committee recommends to Government that a special committee be appointed for each one of the South Indian languages with power to co-opt members for different subjects to prepare lists of technical terms in each language in the light of the above principles. The Special Committee may in the first instance consist of five persons one of whom at least may be chosen from this Committee. Another Special Committee consisting of chosen members from each of the language committees may be appointed to frame the common lists referred to in resolutions (ii) and (iii) above.

11. When the various lists have been submitted by these Special Committees this Committee may be re-summoned for examining how far its recommendations have been followed and for making such revision of the terms as it may consider necessary.

12. When the lists have been finally adopted by this Committee it would be necessary for Government by order to prescribe them for use by the writers and the publishers of recognised text-books, by teachers in recognised schools and by examiners at public examinations.

13. While the use of the lists as finally passed by this Committee and approved by Government should be enforced by order of Government, the lists should be subject to revision and modification at stated periods, say five years, and by properly constituted authorities. This would enable a uniform and acceptable terminology to evolve in due course and at the same time would free pupils, teachers, authors and examiners from the distractions of rival systems.

14. The Committee is of opinion that instruction in English shorthand and English type-writing can only be given through the English language.

(Sd.) V. S. SRINIVASA SASTRI,

Chairman,

Technical Terms Committee.

ANNEXURE III.

NOTE BY PANDIT AMARANATHA JHA, VICE-CHANCELLOR, ALLAHABAD UNIVERSITY.

Scientific Terminology in the Indian Languages.

The first attempt at organised work on Science in an Indian language was made in 1888 by Prof. T. K. Gajjar. The Baroda Darbar made for this purpose a grant of Rs. 50,000. In his report for 1891-92, while explaining why only 5 books had been prepared, professor Gajjar said:

"The reason why but few books were received at the end of the academic year seems to be the want of suitable words—the difficulty of coining appropriate technical terms..... The transference of European knowledge to this country involves the search and creation of adequate words to signify all kinds of European ideas".

Then the Bangiya Sahitya Parishad did some useful work. The Nagari Pracharini Sabha of Benares next undertook to prepare a glossary. They kept before themselves the following principles:

1. Preference should be given to the common and current Hindi terms.
2. In the absence of appropriate Hindi equivalents:
 - (a) Certain appropriate terms existing in some of the prevalent vernaculars—Marathi, Gujarati, Bengali, and Urdu—should be used.
 - (b) Failing these
 - (i) The existing Sanskrit terms should be taken.
 - (ii) The English terms should be used.
 - (iii) Terms should be coined from Sanskrit.

This work, comprising 360 pages, was published in 1906, with the title "Hindi Scientific Glossary", and included separate chapters dealing with Geography, Astronomy, Political Economy, Chemistry, Mathematics, Physics, and Philosophy.

A revised, and enlarged edition of this was published by the Sabha during the years 1929—34. The Glossary on Physics was revised by Dr. N. K. Sethi, D.Sc., and covers 116 pages. That on Chemistry was edited by Prof. P. S. Varma and in 82 pages. The Mathematics Glossary was edited by Prof. S. D. Pande and extends to 138 pages. That on Astronomy has 35 pages. One on Electricity has 60 pages. These five subjects have thus been carefully dealt with in 481 pages.

In 1932 Mr. Daya Shankar Dubey of the Economics Department of the Allahabad University brought out a Glossary of Economic Terms, covering 148 pages and one of Political Terms, covering 174 pages.

The Vijnan Parishad of Allahabad has since 1915 been publishing a Scientific Journal every month in Hindi and has brought out a valuable collection of scientific terms.

There is next, the "Twentieth-Century English-Hindi Dictionary", compiled by Mr. Sukhsampathirai Bhandari, and published by the Dictionary Publishing House, Ajmer. It contains terms of "Commerce,

Economics, Politics, Medicine, Anatomy, Physiology, Surgery, Midwifery Science, Astronomy, Mathematics, Botany, and Zoology". It devotes to Commerce and Economics 120 pages; to Politics 102 pages; to Medicine, Anatomy, Surgery and Physiology 294 pages; to Physics and Chemistry 216 pages; to Astronomy 17 pages; to Mathematics 14 pages; to Botany 14 pages; to Zoology 13 pages and to Law 72 pages—a big work altogether comprising 862 pages.

So far as I am aware this is the work achieved so far in Hindi on this subject.

In Bengali, the Calcutta University has published glossaries in Physics, Mathematics, Geography, Biology, Chemistry, and Health and Hygiene

I am not aware of what has been done in Marathi and Gujrati, and the languages of South India. But, as may be expected, there is much similarity between the Bengali and Hindi Terms, and presumably these will also be easily comprehended by those who speak Marathi and Gujrati. Here are a few identical terms, selected at random from the glossaries of the Nagari Pracharini Sabha and of the Calcutta University:—

Abbreviation	Sankshopa
Addition	Yog
Angle	Kon
At par	Sam mulya
Complex	Mishra

In Urdu also much work has been done. In 1915, the Rifah-i-Am Press of Lahore brought out, on behalf of the Anjuman Taraqqi-i-Urdu, a book on Physical Geography, with an eight-page glossary of technical terms; in 1916, a Geological Glossary, also of 8 pages. The main achievement has been that of the Osmania University. It has brought out Urdu books on Practical Anatomy, Mensuration, Chemistry, Sound, Astronomy, Mechanics, Sketching and Mapdrawing, Logic, and numerous other subjects. It has for the most part drawn on Arabic for coining new terms. Here are a few examples:

Dislocation	انفکاک
Natural Phenomena	آیات طبعی
Eruption	التهاب
Jointed	فی مفصل
Soil	تراعی
Mixture	اختلاط
Hollow	مخروط
Curve	منحنی
Function	تفاعل
Discovery	اکتشاف
Diagram	اسکالا
Corresponding	متقابل
Protection	قانون
Joint Cost	مصارف مشترک
Gold Standard	معیار طلا

The Hindustani Committee, appointed by the Bihar Government, has, during the last month, sent round glossaries of Geographical, Geometrical, Algebraical, and Arithmetical Terms. They have attempted to discover or invent words which can be used both in Hindi and Urdu. Their endeavours are praiseworthy, although some of the terms recommended cannot possibly find favour with scholars (e.g. 'Horizon' is explained as 'Nazargher'; 'Local Time' as 'muqami waqt') and although Sanskrit and Persian words seem to have been used now here and now there to produce an impression of unity (e.g., 'Figure' as 'shaql'; 'Diagram' as 'chitra'; 'Constant' as 'atal'; 'Inference' as 'natija'); and although, in the really crucial instances, they are forced to fall back on separate Sanskrit and Arabic words (e.g., "alternando" is translated by 'Ekntara-nupat' and 'Ekantarnisbat'; 'Quantity' by 'Rashi' and 'Miqdar'; 'Fraction' as 'bhinna' and 'kasar'; 'Fourth proportional' as 'chautha samanupat' and 'tanashub'; 'Relative' as 'Sapaksha' and 'Izafi'; 'Magnitude' as 'pariman' and 'miqdar'; 'projection' as 'pras' and 'ta'abir',

The Oxford University Press published in 1939, "A List of Technical Terms" in English, Urdu, Marathi, and Hindi. It covers more than 200 pages, and is in many ways illuminating. Here are some words; the Bengali equivalents are taken from the Calcutta University Glossary:—

English.	Urdu.	Hindi.	Marathi.	Bengali.
Algebra	Jabromuqabla.	Beejganit.	Beejganit.	Beejganit.
Antecedent	Muqaddam.	Purvapada.	Purvapada.	Purvapada.
Cube	Maka'ab.	Ghan.	Ghan.	Ghan.
Formula	Zabta.	Sutra.	Sutra.	Sutra.
Transposition	Tanzeel.	Pakshantara.	Pakshantara.	Pakshantara.
Arithmetic	Ilmulhisab.	Ankaganita.	Ankaganita.	Ankaganita.
Consequent	Tali nisbat.	Uttarapada.	Uttarapada.	Uttarapada.
Dividend	Maqsoom.	Bhajya.	Bhajya.	Bhajya.
Magnitude	Miqdar.	Pariman.	Pariman.	Pariman.
Negative	Munfi.	Rin.	Rin.	Rin.
Odd number	Tqadad.	Visham sankhya	Visham sankhya.	Visham sankhya.
Recurring	Kasar asharya.	Avartha.	Avartha.	Avartha.
Atmosphere	Kurra-e'bad.	Vayumandal.	Vayumandal.	Vayumandal.
Contract	Jandal.	Jalprapat.	Jalprapat.	Jalprapat.
Anarchy	Adam hukumat.	Arajakta.	Arajakta.	Arajakta.

English.	Urdu.	Hindi.	Marathi.	Bengali.
Chancellor of the Exchequer	Diwan-i-Khalsa.	Koshadipati.	Koshadipati.	Koshadipati.
Epoch	Zamana.	Yug.	Yug.	Yug.
Amalgam	Mulgham.	Paradmishran.	Paradmishran.	Paradmishran.
Analysis	Tashrih.	Vishleshana.	Vishleshana.	Vishleshana.
Test Tube	Imtihaninali.	Parikshana-nalika.	Parikshana-nalika.	Parikshana-nala.
Assumption	Farziya.	Pramaya.	Pramaya.	Pramaya.

Thousands of other instances can be mentioned where the Hindi, Marathi, and Bengali terms are identical. I do not know if in Gujarati also they would not be acceptable. Urdu has gone to Arabic or Persian sources and the Urdu terms would not be understood in the areas where Hindi, Bengali, Marathi or Gujarati is spoken and written.

The principles on which the different institutions have worked in preparing their terms are as follows:—

1. *The Bihar Hindustani Committee—*

- (a) Scientific terms should be, as far as possible, drawn from current Indian sources, commonly understood, and not directly from Sanskrit, Arabic, or Persian, or any other language.
- (b) Failing, terms usually employed in scientific terminology in the West should be adapted to our requirements.
- (c) The two above methods failing, words from Sanskrit, Arabic or Persian may be used with equivalents (as now used in Urdu or Persian) printed in brackets, so that the learner may become familiar with both sets of terms.

2. *The Vijnan Parishad, Allahabad—*

- (a) To find out such Hindi words as can correctly express the meaning of the European terms.
- (b) Failing them, to find out such European technical terms as are already used in factories and technical institutions and firms, possibly in a modified and corrupt form.
- (c) Failing these, to coin new terms derived from Sanskrit, but effort should be made to prevent these becoming difficult.
- (d) If none but exceedingly difficult Sanskritic terms are available, European terms should be adopted.

3. *The Anjuman-e-Taragqi-e-Urdu, Aurangabad* (in Dr. Abdul Haque's *Preface to Farhang Istilahat-i-Ilmia*)—

- (a) Terms may be borrowed from all those languages which have contributed to Urdu, *viz.*, Arabic, Persian, Hindi, and Turkish.
- (b) When terms are borrowed from other languages they should conform to the laws of Urdu.
- (c) As far as practicable short rather than long terms should be preferred.
- (d) Such English terms as are already in use should be retained.

While scientific terms derived from Sanskrit will be intelligible to a very large proportion of Indians, it cannot be overlooked that an important section of the population will be more at home with words of Arabic or Persian origin. The attempt to compel either section to adopt one set of terms based either on Sanskrit on the one hand or on Arabic-Persian on the other will arouse bitter controversies. It is not possible that in all sciences all the terms can be derived from these sources. The attempt to confine newly-coined terms to Sanskrit or to Arabic will cause communal discord. English terms are now in use in India and will continue to be understood and used by all engaged on advanced scientific work. The adoption of these terms will prevent waste of energy and time in the attempt to invent their Indian equivalents. These English terms are practically the same in every European language and a knowledge of these enables one to follow the scientific books and journals published abroad.

For all these reasons, it is advisable to adopt English terminology in all scientific writings in all Indian languages.

ANNEXURE IV.

NOTE BY DR. ABDUL HAQUE, SECRETARY, ANJUMAN-E-TARAQI-E-URDU (HIND).

The subject covered by the Agenda is dealt with here in three sections. Section (I) will specify my general attitude towards the question of scientific terminology for India. Section (II) will give a brief account of the experiments carried on till now to prepare a code of terminology, and to impart education with its aid. The last section will sum up my observations on the work so far done in this direction, and advance my views in respect of what might be done in the future.

SECTION I.

Item 1 of the Agenda requires the members of the Committee "to consider whether a common scientific terminology should be fixed for India *as a whole*, and, if so, whether the main and common part of such terminology should be borrowed extensively from the English terminology".

A common terminology for a sub-continent like India as a whole is possible only when it is superimposed by a powerful central authority, i.e., the English or Indian. But the march of events points to no such possibility. The British Government have made it clear that India is soon to attain Dominion Status and that its administration will have to be run by her own sons in future. The possibility of any superimposition on the part of the British being thus eliminated, the question remains whether such an imposition from within is possible. This is certainly possible if one of the two major communities of India should dominate the administration at the centre, and in the constituent units of India, so that a language favoured by the dominant party might be chosen to form the basis for a common terminology. To every sensible observer of the prevailing situation in the land, it should be clear that an agreed constitution giving the dominant voice to one party will never be set up.

Such being the difficulties lying in the path of superimposition of a common terminology, whether foreign or Indian, for the whole of India, the question arises what is the alternative which might be followed so as to keep in check endless multiplication of terminologies. The aim before us, then, should be to see that we evolve terminologies such as might be agreeable to the genius of as many Indian languages as possible. This being so, the question which will call for consideration is this; can we for the purpose of common terminology resolve Indian languages into the minimum number of convenient groups?

During the course of my close association with the All-India Anjuman-e-Taraqqi-e-Urdu for nearly thirty years, and no less close association with the Osmania University since its very inception—institutions which have devoted themselves to imparting modern knowledge in arts and science through an Indian language—I have had to give deep thought to the subject of common terminology. And my firm conviction is that India would need two sets of terminologies—one serving the interests of the Aryan group of languages including Urdu, and the other the Dravidian groups, the international terminology forming part of both. I cannot, therefore, agree with Mr. Seal that every Indian language should have a separate terminology, and that the main portion of it should be bodily imported from English. Nor can I agree with him in his classification of the Indian languages into *Sanskritic* (covering even the Dravidian languages) and *Perso-Arabic*.

So far as the Aryan group is concerned, the work done through Urdu may easily form the basis or groundwork for the building up of a code of terminology common to other languages of Aryan origin—languages spoken in the Hindustan proper as well as the languages outlying it, viz., Bengali, Marathi, Gujrati, Sindhi, Punjabi, etc.

SECTION II.

To understand the value of the work done through Urdu and to see how it can be utilized for larger purposes, a brief account of it may be worthy of consideration.

Old Delhi College.

The earliest attempt ever made to supply scientific terminology in Urdu text books, was undertaken in the thirties of the past century by the old Delhi College, run by European Principals of whom Mr. Batrons and Dr. Springer deserve special mention.

The principles laid down by the Translation Society of the College for guidance in translation are set out here in the original:—

Proposed rules for the expression of English terms in Urdu translation.

1. Whenever a scientific word has no equivalent in Urdu and expresses a simple idea, as Sodium, Potassium, Chlorine, etc., there is apparently no objection to its being transferred bodily into the vernacular language. The same rule applies to titles, etc., not strictly corresponding to any other titles or dignities known in Indian History such as Bishop. Duke, Judge, Earl, Collector, Magistrate, etc.

2. If the scientific word expressing a simple idea has an equivalent in Urdu the latter must be used, as Loha for Iron; Gunduck for Sulphur; Wuzer for Minister; Tulubnama for Summons.

3. If the word be a compound one, and the two original words be English and have neither of them equivalents in Urdu, the word must be transferred bodily into the Vernacular language as Hydrochloric for instance, the words Hydrogen and Chlorine having no equivalent in Urdu*. This should not however, be considered warranting the transfers of a whole English SENTENCE into a translation, as Justice of the Peace, which should perhaps rather be expressed by Justice pence ke—Military Order of the Bath, Lushkuree Jummat Bath Malta ke—Military and religious order of Malta, Lushkuree wo muzubee Jummat Malta ke.

4. If the word be a compound one and have no equivalent in Urdu, but be made from the words which singly have Urdu equivalents, the latter may be used in conjunction with each other, or some other equivalent translation made, as chronology, Ilmzemane—House of Lords, Cutchery Ameeran ke—House of Commons, Cutchery Waklaia rafake, or simply Cutchery Waklaia ke.

5. When this or the following cannot conveniently be adhered to, the foreign word should be transferred to Urdu as Hydrogen, Nitrogen.

6. If the compound word be formed from two single words one of which has an equivalent in Urdu and the other not, the Urdu compound one

* The nomenclature of Chemistry may perhaps be bodily transferred into Urdu. The Chemical elements which have Urdu names would retain them, but assume the English names in composition; as Hydro-Sulphuric, etc. The roots of that nomenclature not being numerous it would not be difficult to explain them clearly and distinctly.

must be made of the English and the Urdu single words, as Court of Directors, Cutchery Directoron ke-Archbishop, Bishopala.

7. Such words as Order, Class, Genus, and Species, although having in respect equivalents in Urdu might however, be transferred into that language, because the Urdu equivalents are synonyms of each other, and would constantly lead to a very objectionable confusion in distinctions highly important in the study of natural history.

8. The names of the natural families of plants* are derived each from one of the most remarkable individuals of the family or some of its common properties, and a similar rule may be followed in Urdu unless it should be found more convenient and advantageous that the distinctive names of each family should invariably be drawn from some of its special and distinctive characters.

1. The above rules might, it is hoped, prevent any great discrepancies in the translations. When speaking of a word having an equivalent in Urdu it is meant that some word similar to it in meaning is well-known among the middle and educated classes of the native community. If it were necessary for an equivalent to a scientific word not found in our Oriental Dictionaries, to refer to a learned Pundit or a Moulvee, it is obvious it would be better to adopt the English word, which, if equally unknown to the Urdu language, would have at least the advantage of being known to the translator, who might thus proceed in this translation without any Moulvee's or Pandit's assistance. As all, or nearly all, the science which is to be infused into Urdu must come from the English language, it is next to impossible, even if it were desirable, to prevent the introduction of many English words into it.

2. In the above, of course, are meant such words as are names of things and express simple ideas, or words formed from them, and not such derivative substantives and adjectives as are daily made from each other according to the well-known Arabic Forms.

3. On the whole English words must not be used in Hindustani translations when this can be avoided without any inconvenience, and any person who intends to translate a work on any given science should, as much as possible, provide himself with any work which may have been already published on that science, and made use of the same words in his translation which were used in that which preceded it, unless there be in any particular instance some material objection to this. Whenever an English sentence assumes as known a fact probably familiar to an Englishman, but unknown to a Native, some short explanation

* What has been said above of the nomenclature of Chemistry may apply to the great divisions of the Linnean system, but to make a complete proper Botanical language is perhaps the most difficult task to perform in the work of translation. A literal transfer of our European nomenclature and terminology into an Urdu translation would make of Botany a perfectly unintelligible chaos. The second mode alluded to in this paragraph indicating the names of the natural families of plants, appears the best as it is universally applicable, whereas the most remarkable individuals of a family in Europe are not always so in India. On the whole it is extremely desirable that some gentlemen having at least a general knowledge of Indian Botany well acquainted with Urdu should undertake the task. Some works on Anatomy and Physiology having some years ago been translated into Urdu, the difficulty relative to the technical terms of sciences must have been already overcome in some way or the other, but how this has been done has not as yet been ascertained by the Secretary.

of the fact alluded to should be given by the translator, either in a note or in the text of the translation if this can conveniently be done.

4. In general the translator must not endeavour to translate literally word for word. It is the spirit, the meaning of every sentence which it is important to transfer from one language to the other, however different the construction, or expression, of the sentence may be.

Keeping the above rules in view, the Delhi College was responsible for the compilation and the translation of about two hundred books dealing with Mathematics, Astronomy, Chemistry, Physics, Medicine, Natural History, Jurisprudence, Economics, Logic, Philosophy, Political and Constitutional History and several other subjects. The English educational authorities and scholars who paid visits to the College in those days highly appreciated this system of teaching sciences in particular through a vernacular and were pleased to record that the students of the Delhi College were as proficient as, if not more, than those who learnt those Sciences through the English language in other Colleges.

After the great disturbance of 1857, Delhi was annexed to the Punjab Province. No greater punishment could have been inflicted on that ancient city or harder blow dealt to it than the closing down of that noble institution which had created an intellectual and cultural atmosphere of a type new to India and produced some of our best minds and makers of Urdu in the last century, as for instance Master Ram Chandra, Nazir Ahmed, Mohammad Husain Azad, Zakaullah and others. Had this College been spared and allowed to continue its work of intellectual regeneration, it would have, assuredly, revolutionised educational thought in the country and anticipated by at least three quarters of a century the establishment of Universities like the Osmania conducting education through the medium of Indian languages. It is an irony of fate that no historian—neither a Britisher whose forefathers were responsible for its foundation, nor any son of the soil, who would have been proud of it—has ever had the kindness to refer to it in his work.

Osmania University.

The next attempt—this time more serious and determined—was the establishment of a Bureau of Translation in Hyderabad, preparatory to the inauguration of a full-fledged statutory University to impart learning in all its branches through the most widely spoken language of Urdu.

The work of the University and its results have been under the public eye for nearly a quarter of a century—as admitted on all hands, the system is now no longer regarded as an experiment. Indeed it has already powerfully influenced the working of other Universities in the land; so much so that strong hopes are entertained everywhere that, sooner or later, they will all fall in line with the Osmania University and provide education to Indian children through Indian languages. A careful study of the system of terminology followed by such a University catering for students speaking different mother-tongues at home, is worth making. The principles of this system may be stated as follows:—

1. In order that a proper code of scientific terms be prepared, it is essential that collaboration should be arranged between experts in languages and experts in sciences, the object being that on the one hand the connotation of the original may be fully brought out in the translation and on the other the resultant term should be expressive of the genius of the language.

2. The primary principle which should be kept in view is this; the term should be a word or part of a word for Hindi, Persian or Arabic, such as is either in common use or is easily comprehensible and possessing adaptibility for grammatical manipulation in Urdu. This condition being satisfied, perfect freedom is to be allowed for interchange of suffixes and prefixes from any of the three languages and combination of two or more words from the different languages taken together.
3. Terms from English which have become part of the language by usage should be retained. In addition, terms from a European language, for which an equivalent cannot be devised so as to bring out the full significance of the original, should be bodily transplanted.
4. Terms derived from foreign proper names should be so adopted as to retain on the one hand the proper name and on the other suit the structural and grammatical peculiarities of the language.
5. Old terms which are current and which can sustain the meaning in their modern application should be retained.
6. There are in current use certain scientific terms which originally bore one conception about which subsequent researches have come to convey a different conception. In translation of such terms the equivalent should follow not the literal sense of the terms but the present sense or significance of them, in spite of the fact that in the original language the same term is maintained.

Anjuman-e-Taraqqi-e-Urdu.

The work of terminology carried on by the Osmania University cannot be said to have reached any stage of finality. From the very nature of it, it will go on improving as time advances with its aim always concentrated on the need for greater simplification and greater expressiveness. In this task of simplification, it is my privilege as the life Secretary of the All-India Anjuman-e-Taraqqi-e-Urdu to submit that the Anjuman has unreservedly collaborated with the University at every stage. Not merely this, the Anjuman, in the interest of that wider public not directly accessible to the University, has so far compiled:—

- (a) nearly 175 works dealing with different branches of learning (published).
- (b) the Urdu translation of Oxford Concise English Dictionary (published),
- (c) nine volumes of terms technical to different professions and handicrafts,
- (d) glossary of terminology in Chemistry, Physics, Botany, Astronomy, Economics, Sociology, History and Political Science (some of these still in press).

In addition to the work of above character, the Anjuman conducts among other journals, the *Science* quarterly which aims to popularise sciences among the Urdu speaking public. I may add that in my individual capacity I am preparing a comprehensive Urdu Lexicon for the Osmania University, some volumes of which are now ready for the press.

These endeavours of the Anjuman have all been directed towards supplementing the efforts of the Osmania University in evolving a more and more simplified code of terminology.

SECTION III.

What is the net result? For aught I can say the Urdu language now possesses a code of terminology which with a little further simplification can easily be adopted by any of the Aryan languages which form the Indo-Aryan group mentioned above, whatever the receipt. If this were done, you would have provided for the major portion of India, nearly three-fourths a common terminology. As for the third, the Dravidian area, a common terminology can be evolved on parallel lines. It is only in this way that a right solution of the problem might be sought. If unfortunately the advocates of Hindi should insist on a Sanskritized variation of the terminology at present available in Urdu adopted for the Indo-Aryan group of languages, I shall certainly raise no objection. In that case there will be two terminologies for the area where the Indo-Aryan languages are spoken and one for the Dravidian. In all three sets.

I am, therefore, of clear opinion that the proposal made by Mr. Seal to have a common terminology for the whole of India composed extensively or mainly of borrowings bodily imported from the English terminology is neither desirable nor possible. No civilized country anxious for progress has a foreign terminology slavishly incorporated into its language. Take the case of Europe. In spite of the fact that the European countries have so much in common culturally, every country has its own scientific terminology. There is no doubt that a minimum quantity of international terms has been accepted by each language as an indispensable common factor and to that extent I should be agreeable to a similar latitude for Indian languages. But the wholesale importation will be demoralising, indeed it will disfigure the languages and crush their genius. Further, the Indian languages are so constituted that if the English terminology is imported even for the sake of sheer fancy, this will not feel quite at home when derivatives have to be employed. I give below a passage which observes the lines suggested by Mr. Seal:

تھر موز ٹامکس کے پہلے قانون سے یہاں مطلب ہے کہ جب کسی کیٹیکل ری ایکشن سے جسکی کیلوری تک ویلیو U ہے ایکسٹرنل ورک کے یونٹس حاصل ہوتے ہیں اور حرارت کے Q یونٹس کی ایکسپنشن ہوتی ہے تو

$$\begin{aligned} U &= A - Q \\ Q &= A - U \end{aligned} \quad \text{یا}$$

تھر موز ٹامکس کے دوسرے قانون کے یہاں معنی ہیں کہ جب کسی ایٹمو تھر مل ریز میل ابل میں ایسولہوٹ ٹیپرپچر T پر Q حرارت سے ایفرجی کی dA مقدار حاصل ہوتی ہے تو

$$dA = Q \times \frac{dT}{T}$$

$$Q = T \times \frac{dA}{dT}$$

ان دونوں ایکوژن کو ملا کر Q نکال لینے سے گتھر ہاپولٹز کی ایکوژن حاصل ہوتی ہے —

$$A - U = T \times \frac{dA}{dT}$$

What is this stuff? Is it an expression of any recognisable language? Is the genius of Urdu visible anywhere in it? Let the contents of the

above passage be similarly expressed in any other Indian language and it will not be difficult to see that the result will be equally interesting.

To sum up, taking everything into consideration my humble suggestion is that instead of frittering away energy in an idle pursuit to evolve a common terminology for the whole of India whether based on English terminology or not, the sensible procedure will be to attempt two sets of terminology—one common to the Indo-Aryan group of languages, the other to the Dravidian on the lines indicated above.

ANNEXURE V.

NOTE BY DR. MOZAFFARUDDIN QURAISHI, PROFESSOR AND HEAD OF THE
DEPARTMENT OF CHEMISTRY, OSMANIA UNIVERSITY.

The question of adopting English scientific terminology as a whole was considered in all its aspects by several committees of scientists and linguists when the work of imparting higher scientific education through the medium of an Indian language was taken up for the first time in the Osmania University. The worthy chairman of this meeting was himself responsible for initiating and guiding these discussions. After long deliberations and after weighing arguments on both sides, it was finally decided that a middle course would be the best to follow under the present circumstances. Scientific terminology admits of a fairly sharp division into two sections, international and national. The international section, covering nomenclature and notation includes the following:—

- (a) Names of chemical elements and compounds such as sodium, potassium, chlorine, aluminium, nickel, hafium, sodium chloride, calcium carbonate, etc.
- (b) Names of minerals such as calcide, dolomite, hæmitite, magnetite, bauxite, etc.
- (c) Symbols of elements and compounds, such as H, O, C, H_2O , NH_3 , H_2SO_4 , etc.
- (d) Names of units of measurement such as gram, centimetre, second, pound, foot, inch, dyne, erg., amp., volt, Watt, etc.
- (e) Names of units of matter and energy, such as molecule, atom, electron, neutron, proton, quantum, photon, etc.
- (f) Names of laws, theories, phenomena, effects, instruments, apparatus, machinery, etc., which are named after their discoverers or inventors, such as Boyle's law, Dhun's law, Tyndal effect, Zeeman effect, Raman effect, Bunsen burner, Solvay's process, Allenmore's cell, borrowed, etc.
- (g) Mathematical notation such as log, sine, cos, tan, dx, Ax.
- (h) Names of classes, orders, genera and species in biology such as Dicotyledon (two seed flower) Reptilia. Annacæ, Annelida, Anona, Pheritima, Squamosa, Posthuma.

This international section of terminology has been adopted by us in its English form with the following few exceptions:—

- (1) Words already existing in the language such as 'loha', 'sona', 'chandi', 'neela thotha', 'Jauher', are also used along with their English equivalents, 'Iron', Gold, Silver, Copper sulphate and atom. It may be pointed out that in European languages, too, names of elements and

compounds peculiar to these languages find extensive use in scientific publication. Here are a few examples:—

English.	French.	German.
Nitrogen.	Azote.	Stickstoff.
Lead.	Plomb.	Blei.
Sulphur.	Soufre.	Schwefel.
Tungsten.	Tungstone.	Wolfram.
Formic acid.	Acide Formique.	Ameisensäure.
Tartaric acid.	Acide pyrotartarique.	Weinsäure.
Succinic acid.	Acide succinique.	Bernsteinsäure.

(2) A part of the mathematical notation had to be translated in order to make it fit with the Urdu alphabet and Indian numerals. For instance $\frac{1}{x}$ is used for dx and $\frac{1}{x^2}$ for Ax . Some abbreviations of Arabic origin have been retained and used in place of their modern international equivalents, as these terms were already in current use in the schools of this country before the advent of English. For instance جیب is used for the trigonometrical ratio 'sine', جم for 'Cos', مس for 'tan' and 'مم' for 'Cotan'. It is well known that Arabs made Algebra an exact science and laid the foundation of analytical geometry and plane and spherical trigonometry. The word 'sine' is evidently derived from the latin translation (sinus) of the Arabic term جیب, meaning 'a bay or curve'.

This question has recently been reconsidered and it has been decided to recommend the adoption of the International system for Notation for Mathematics.

The other section of scientific terminology, the national section, includes the following:—

- (a) Names of concepts, qualities and properties, such as matter, energy, wave, force, weight, volume, velocity, valency, chemical reactivity, equilibrium, saturation, density, solubility, surface tension, viscosity, centre of gravity, lines of force, conductivity, refractivity, specific heat, specific gravity, spectrum.
-) Names of phenomena and processes and their adjectival and other derivatives, such as, chemical reaction, combustion, distillation, radiation, conduction, induction, dispersion, refraction, diffraction, polarisation, incubation, magnetisation, electrification, dissociation, association, magnetism, isomerism, polymerism, allotropy, electric discharge diffusion, solution, ionisation, parallax, projection, secretion, sterilisation, solution.

(c) Names of instruments, apparatus, tools and machinery, such as, microscope, telescope, spectroscope, spectrograph, polarimeter, furnace, clock Rheostat, viscometer, manometer, test-tube, flask, crucible, refractometer, wheel, axle, lever, refrigerator, etc.

(d) Names of mathematical figures—such as line, curve, triangle, rectangle, polygon, etc.

In this section of terminology, Urdu equivalents already existing in the language have been adopted, and where Urdu equivalents did not exist new equivalents have been coined. If Mr. Seal's suggestion for retaining most of these terms in their foreign form is followed, about 5,000 foreign words and their derivatives, at a rough estimate, will have to be imported, which is very much beyond the capacity of any Indian language to absorb and assimilate. I shall make my point clearer by taking two examples. If we adopt the word spectrum in its foreign form, we shall have to accept the following additional words in our language.

Spectra, Spectral, spectroscope, spectroscopy, Spectrometer, Spectrograph, Spectrography, Spectro-photo-meter, Spectrometry, Spectrophotometry.

If we adopt the word solution, we must also accept solutions, dissolve, solute, solvent, soluble, solubility, solvate, solvation. Such words, which denote concepts, properties and processes and their several derivatives are not uniform even in different European languages, which are closely related to one another, as the following few examples will show:—

English.	French.	German.
Density.	Densité, épaisseur.	Dichte.
Weight.	Poids.	Gewicht.
Surface tension.	Tension superficielle.	Oberfläche spannung.
Viscosity.	Viscosité.	Innere reibung or Zähigkeit.
Conductivity.	Conductivité.	Leitungsvermögen.
Radiation.	Radiation.	Strahlung.
Horse power.	Force de chevaux.	Pferdestärke.
Reflection.	Réflexion.	Zurückwerfung.
Refraction.	Refraction.	Brechung.
Acceleration.	Accélération.	Beschleunigung.
Specific gravity.	Gravité spécifique.	Spezifische Gewicht.
Specific heat.	Chaleur spécifique (or spéciale).	Spezifische Wärme.

English.	French.	German.
Atomic weight.	Poids atomique.	Atomgewicht.
Equilibrium.	Equilibre.	Gleicligewicht.
Equation.	Equation.	Gleichung.
Valency.	Valenco.	Wertigkeit.
Solution.	Solution, solute (Pharm).	Losung.
Solvent.	Solvant.	Losungsmittel.
Soluble.	Soluble.	Loslich.
Solubility.	Solubilito.	Loslichkeit.

To sum up, the Osmania scientific terminology has two main divisions, namely, the International, which covers nomenclature and notation, and the National which covers names of concepts, properties, processes, instruments, mathematical figures, etc. The first part is, in the main, in English, while the second is, in the main, in Urdu. We have, therefore, already borrowed the essential international elements of scientific terminology from English, and the question of borrowing more does not arise in our case at least. If the other Indian languages follow the course adopted by us, the international section of terminology will be common to all the languages of the country. With regard to the national section, it is difficult to see how this could be achieved unless there is one common national language for the whole of India. But it is possible to minimise the differences by dividing the languages into two main groups, namely, Aryan and Dravidian, as suggested by Dr. Maulvi Abdul Hague, and having a common national section of terminology for each division. The national section of the Osmania terminology is devised in such a way that it contains words both of Perso-Arabic and Sanskrit origin, as dictated by the very nature of the Urdu language. It can, therefore, serve as a common terminology for the Aryan group of languages.

ITEM VII OF AGENDA.

APPENDIX III.

Report of the Social Service and Public Administration Committee of the Central Advisory Board of Education, 1940.

At the fifth annual meeting held in May 1940, the Central Advisory Board of Education considered a communication from Sir Francis Younghusband, Secretary of the Indian Village Welfare Association, Westminster, London, regarding the establishment of a centre or centres in India for study in social service and public administration. As the Board felt that this important problem required thorough investigation, they appointed a Committee to examine the various issues arising in connection with it and to submit a report. The following were appointed members of the Committee which was given power to co-opt:—

1. The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India. *Chairman.*
2. Sir V. T. Krishnamachari, K.C.I.E., Dewan of Baroda.
3. The Right Rev. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.
4. Rajkumari Amrit Kaur.
5. Dr. R. C. Mazumdar, Ph.D., Vice-Chancellor, Dacca University.
6. Dr. A. F. Rahman, LL.D., B.A. (Oxon.), Member, Federal Public Service Commission.
7. Lala Shri Ram.
8. The Educational Commissioner with the Government of India.

2. In accordance with the powers conferred on the Committee, the following were co-opted as additional members:—

1. Dr. T. E. Gregory, D.Sc., Economic Adviser to the Government of India.
2. Dr. Clifford Manshardt, A.M., D.B., Ph.D., D.D., Director, The Sir Dorabji Tata Graduate School of Social Work, Byculla, Bombay.
3. Mr. R. P. Masani, M.A., J.P., Vice-Chancellor, Bombay University.

3. The Committee, as finally constituted, met in New Delhi on the 15th and 16th November 1940. Sir V. T. Krishnamachari, Rajkumari Amrit Kaur and Dr. Gregory were unable to attend the meeting. Dr. D. M. Sen, M.A., Ph.D., Secretary, Central Advisory Board of Education, was Secretary of the Committee.

4. The agenda and the connected papers circulated to the members are set out in the Annexure.

5. In opening the proceedings, the Chairman observed that the memorandum circulated with the agenda indicated most of the points which the Committee were called upon to consider. The first question they had to decide was whether the establishment of a centre or centres was desirable and if so whether it could be regarded as practicable within a reasonable

period. After that general point had been settled the Committee would proceed to define the functions of such a centre or centres, the scope of the subjects to be studied or investigations conducted and the necessary organisation which would be involved.

As a preliminary to their discussion, the Committee asked Dr. Munshardt as Director of The Sir Dorabji Tata Graduate School of Social Work, which is a pioneer institution in this sphere so far as India is concerned, to describe the work which was being done under his guidance. Dr. Manshardt explained in detail the organisation and activities of the Tata School.

6. The Committee felt that as they were required to consider the social services in their relation to public administration rather than public administration so far as it was concerned with social service, their investigation must embrace the activities of voluntary agencies as well as the work of public bodies and government departments. The means of correlation between these two might indeed form the primary subject for exploration and in this connection the experience of European countries and of America might be usefully studied. On the other hand a country so vast in extent as India, with such varying climatic and economic conditions and with so complicated a social structure must present problems which can only be tackled in the light of original research. The Committee, therefore, envisaged the need for a central institution at which the main issues arising in connection with social welfare in the widest sense might receive impartial and scientific examination. The principal function of such an institution would be to study social problems rather than to train social workers but emphasis was laid on the fact that if its researches were to be practical and its influence far-reaching it must be staffed by people with as wide an experience as possible of social service in a concrete form. It was to be expected that the staff and student of such a central institution would be drawn from workers in provincial centres, whether voluntary or professional, and would in due course return to practical work. It would thus be at one and the same time a clearing house of information and ideas, a research bureau, and a kind of staff college for senior social welfare officers. The Committee had before them the constitution and programme of the American Public Welfare Association and felt that these with such modifications as might be needed to meet Indian conditions might be a useful guide in determining the more detailed functions of the institution they have in mind. In order, however, that the institution might be at all times in close touch with practical problems and have some place where actual experiments could be carried out it would be extremely desirable that there should be closely associated with it, if not under the same direction, a training school for social workers. Possibly the social welfare centre which a place of the size and importance of Delhi might be expected to support would serve this object.

7. The Committee recognised that a central institution of the kind outlined above could only be justified if its work were supplemented by and closely linked with that of provincial social service centres directly in contact with local problems. The Committee were glad to note that in addition to the Tata School there are a number of voluntary agencies already engaged in this field, such as the Institute of Rural Reconstruction at Santiniketan, the Co-operative Institute at Gosaba as well as the social service centre run by the Ramkrishna Mission and numerous other

missionary agencies. In addition to voluntary effort, Governments, whether Central, Provincial or State, are devoting increasing attention to the social services and this tendency may be expected to develop rapidly in the near future. There is therefore a promising nucleus of varied activities, the main need of which is consistent stimulus and effective organisation. To provide this a number of provincial centres are required, whose principal object would be to correlate the activities of all social service agencies in their areas. The proposed central institution in its turn would act as a focus for the provincial centres.

8. The Committee do not wish to do more than indicate in the broadest outline the function which in their opinion these provincial centres should fulfil. In order to ensure effective correlation it is important that their management should represent as fully as possible the various organisations at work in the area. In addition to this it will be their business to conduct propaganda and to train or arrange for the training of social service workers. The field to be covered is so large that it is unlikely that any one provincial centre will possess the necessary facilities for training workers in all branches of social welfare. Full use must therefore be made for training purposes of other suitable centres in the area. Similarly in the case of the workers themselves the call for service is so great that there is no possibility of satisfying it solely by means of full-time professionals. A nucleus of these will be essential in every area and their selection and training will be matters of the first importance but they will have to be reinforced by a much larger army of part-time and voluntary workers. The provision of courses for them will be an essential feature of any successful provincial organisation. In particular the Committee felt that it would be extremely desirable that departments of Government which deal with the social services should take steps to see that their officers receive similar training either during their period of probation or subsequently. Teachers and Health officers in particular should be made aware of the wider aspects of a movement with which their own activities are intimately connected. It is an obvious truism that progress in social welfare must very largely depend on a sympathetic attitude on the part of those occupying positions of administrative responsibility.

9. The Committee also considered what direct contribution Universities might be expected to make in this sphere. While they did not regard as practicable the suggestion recently put forward that some personal participation in social service should be made a condition of the award of a degree, they felt that Universities might render help of considerable value both by enlarging the scope of their extra-mural departments and by encouraging students to regard social service as the discharge of an obligation towards the less fortunate sections of the community. The Committee recognised the part played by Universities in the Literacy Movement and were glad to learn that some Universities were already actively interesting themselves in the establishment of University settlements and other forms of social work.

10. In considering the general lines which training for social service should follow the Committee had in mind the fact that the problems of social work in rural areas are distinct from those in cities and that in planning courses a different method of approach would be required in each case. Apart from the need to establish training centres in rural areas as well as towns it is not less essential to ensure that the students in the former are people with a real knowledge of and interest in rural life.

11. The Committee next considered the nature of the machinery which would be required to give effect to the ideas set out in the foregoing paragraphs.

As has already been indicated, they envisaged the need of an All-India body with a central institution under its control at which the main problems could be studied. In addition to research it would be the business of the central body and the central institution to establish and maintain contact with provincial centres which would in turn stimulate and co-ordinate social service activities in their own areas. The Committee felt it was outside their terms of reference to consider in any detail what form or forms of organisation should be adopted so far as provincial or other local areas are concerned. No useful purpose would in any case be served by attempting to prescribe a uniform system. Provided that overlapping and waste of effort are avoided, this is a subject above all others where local conditions must be taken into account and freedom to experiment encouraged.

12. The central body, which might be called the All-India Council of Social Service, and would, as its name indicates, be representative of the whole country, should not in the Committee's opinion be under the direct control of Government. Since, however, it is not reasonable to anticipate that funds sufficient to make it self-supporting will be forthcoming from private benefactions, as in the case of the Association of Public Welfare Administration endowed by the Rockefeller Foundation, and that consequently it will have to depend at any rate in its early stages largely on assistance from Government funds, some public representation will be necessary.

Without wishing to define too rigidly the composition of the Central Council the Committee felt that it should contain a Chairman and 6 members (of whom at least 2 should be women) nominated by Government, one representative of each Province and 2 representatives of Universities nominated by the Inter-University Board. Provision might be made for the representation of those Indian States which are actively interested in this subject through the Government nominees. This would mean a council of about 20 and it was thought that provided the members were persons of influence, carefully selected for their interest in and practical experience of social problems, it should be large enough for its purpose.

13. The Central Research Institute, which would be managed by the Central Council and should be located in Delhi, should have three main departments devoted to the study of Economic, Public Health and Education problems respectively.

In view of the character of the work which it will undertake and in the interests of economy the staff of the Institute need not be a large one. Quality rather than quantity should be the determining factor. The Committee were in agreement that in order to preserve the vitality of the Institute, the Director and Heads of Departments should not be encouraged to remain there indefinitely. Their appointments should be on contract for such a period, e.g., five or seven years, as would enable them to make their influence felt throughout the country as well as to complete any important piece of research which they might be required to undertake. The Institute would also need a Registrar and a Statistician: these might be permanent appointments. The Registrar would act as Secretary to the Council.

14. In conclusion the Committee have felt it desirable to put forward some estimate of the cost of their proposals together with suggestions as to the source or sources from which it might be met. As the success of the scheme will depend to a very great extent on the personality and ability of the Director of the proposed Central Research Institute the Committee consider it necessary to offer a salary that will attract the best men available. As the appointment is to be for a period of 5-7 years and will not be pensionable, the Committee are of opinion that the salary should not be less than Rs. 1,500 per mensem.

It should be possible to obtain men of the requisite calibre as Heads of the three proposed departments for Rs. 500-700 each per mensem and Rs. 750 per mensem should cover the combined salaries of the Registrar and Statistician. Generous allowance should also be made for stipends in the case of research workers of outstanding ability who would otherwise be able to support themselves at the Institute. The Committee do not consider that in the beginning at any rate it would be necessary to incur any serious non-recurring expenditure in connection with this scheme as it should be possible to hire accommodation in Delhi that would house adequately an Institution of the modest size contemplated. When the rent of premises and normal maintenance charges, including clerical staff, are added to the salaries suggested above it would appear that between Rs. 75,000 and Rs. 1 lakh would be needed to meet the annual recurring cost.

The Committee hope that if the scheme succeeds and by its success attracts increased attention to the importance of social welfare work in the interest of the community at large, it will in due course receive a growing measure of financial support both from public bodies and from private benefactors. They also take it for granted that the proposed All-India Council of Social Service and the staff of the Institute will make every effort to build up an endowment fund which will ultimately place the Institute on a self-supporting basis. At the start however they realise that the bulk if not the whole of the expenditure involved will have to be met from public funds and they regard the contribution which this project might make to the general well-being of India as so great that they have no hesitation in recommending the Central Government to accept the whole responsibility for an initial period of 5 years.

MAIN CONCLUSIONS AND RECOMMENDATIONS.

I. (a) That there should be established in India, preferably at Delhi, a centre in which an impartial and thorough examination of the problems connected with the Social Services and Public Administration in its relation to the Social Services, could be carried out.

(b) That for this purpose a central body, to be called the All-India Council of Social Service, should be set up with an Institute for research under its control.

(c) In order that the institution might be at all times in close touch with practical problems and have some place where actual experiments could be carried out it would be extremely desirable that there should be closely associated with it, if not under the same direction, a training school for social workers.

II. That in each province and other large administrative area there should be at least one centre affiliated with the All-India Council the main object of which would be to stimulate and co-ordinate the work of social service agencies, voluntary and official, in the area and to arrange for the training of social workers of all grades.

III. That training in social work should be given to the officials of public departments concerned with the social services as well as to the workers of voluntary bodies.

IV. That every University in India should have a department for extramural work in charge of an officer who has had a thorough training in Social Service.

V. That as most of the India's population is in the rural areas, corresponding importance should be attached to training for service in rural areas persons with a real knowledge of and interest in country life.

VI. That the composition of the proposed All-India Council of Social Service and the staff of the proposed Central Institute and their remuneration should be as set out in paragraphs 11—14 of the report.

VII. That the annual recurring cost of the Central Institute estimated at between Rs. 75,000 and Rs. 1,00,000 should be borne by the Government of India for an initial period of 5 years.

VIII. That every effort should be made to build up an endowment fund which would make the Central Institute self-supporting within a reasonable period.

(Sd.) MAURICE GWYER (CHAIRMAN).

G. D. BARNE.

R. C. MAZUMDAR.

A. F. RAHMAN.

SIIRI RAM.

JOHN SARGENT.

CLIFFORD MANSHARDT.*

R. P. MASANI.

* Subject to note of dissent.

NOTE OF DISSENT BY DR. CLIFFORD MANSHARDT.

I approve of the report except for the first paragraph in Section 13 on page 4. It is quite right that the Committee decided that the Research Institute should have three main departments devoted to the study of Economic, Public Health and Educational problems respectively. I personally, however, do not feel that this division represents in an adequate manner the functions of a Social Research Institute. I feel that the Institute could more profitably devote its attention to:—

- (a) A study of the problems connected with Family and Child Welfare.
- (b) Economic problems: industrial and Agricultural.
- (c) Social Pathology—problems arising out of maladjustments between the individual and the social structure, which covers the range of problems such as poverty, unemployment, ill-health, mental deficiency, crime, problems arising out of physical defects, etc.

ANNEXURE.

(a) AGENDA FOR THE MEETING OF THE COMMITTEE APPOINTED BY THE CENTRAL ADVISORY BOARD OF EDUCATION TO EXAMINE THE QUESTION OF ESTABLISHING A CENTRE IN INDIA FOR THE STUDY OF SOCIAL SERVICE AND PUBLIC ADMINISTRATION IN THIS COUNTRY.

1. To consider whether a centre or centres should be established in India in which an impartial and thorough examination of the problems concerned with the social services and public administration in this country could be carried out and by means of which courses of training could be arranged for those engaged or about to be engaged in this work.

2. To consider the desirability of restricting the number of centres to be established and of concentrating attention in the first instance on a single centre which might be established in Delhi.

3. To consider the constitution of the actual organising agency and to what extent it should be representative of the Governments or universities concerned and of appropriate private associations.

4. To consider the question of the incidence of the cost of the scheme, i.e., whether the Government of India and the provinces, which are likely to benefit, should bear in due proportion the cost involved.

5. To consider any other matter connected with the subject that may be brought before the meeting.

(b) MEMORANDUM PLACED BEFORE THE CENTRAL ADVISORY BOARD OF EDUCATION IN INDIA AT ITS MEETING HELD IN MAY 1910, REGARDING THE ESTABLISHMENT OF A CENTRE FOR STUDY IN SOCIAL SERVICE AND PUBLIC ADMINISTRATION.

In February 1937, Sir Francis Younghusband, Chairman of the Indian Village Welfare Association, Westminster, forwarded, on behalf of his Association, a draft scheme for the establishment of a centre in India for study in social service and public administration and requested the Government of India—

(a) to place the scheme before the Central Advisory Board of Education in India; and

(b) if the Board commends the scheme, to assist in carrying out the project.

A copy of his letter together with the draft scheme is appended for the information of the Board. The main proposals are:—

(i) That a centre or centres should be established in India in which an impartial and thorough examination of the problems concerned with the social services could be carried out and by means of which courses of training could be arranged for those engaged, or about to be engaged, in this work in its many aspects;

(ii) That though the centres might be under the ægis of a university or universities, the actual organising agency should be representative of the Government, of the university or universities concerned, and of appropriate private associations;

(iii) That there should not be more than 3 social service centres and in the first instance attention should be concentrated on a single centre which might be established in Delhi; and

- (iv) That the Government of India and the Provinces, which are likely to benefit, should bear in due proportion the cost of the scheme.

2. The Adult Education Committee of the Central Advisory Board of Education, which met in July 1939, also suggested that social science should be taught in all universities and that it should be treated from the practical point of view and not academically; for instance, no student should be eligible for a degree or diploma unless he had satisfactorily completed an allotted task as a social worker.

3. Training in social service and public administration for those who wish to qualify themselves for the nation-building tasks is undoubtedly not only desirable but also essential. At present, there is no centre in India where such a training is imparted.

4. The matter is placed before the Central Advisory Board of Education for their consideration.

COPY OF A LETTER, DATED THE 17TH FEBRUARY, 1937, FROM THE CHAIRMAN OF THE INDIAN VILLAGE WELFARE ASSOCIATION, WESTMINSTER, TO THE SECRETARY TO THE GOVERNMENT OF INDIA, DEPARTMENT OF EDUCATION, HEALTH AND LANDS.

I am hopeful that the activities of the Indian Village Welfare Association, of which I have had the privilege of being Chairman since the date of its inception in 1931, have already been brought to the notice of the Government of India.

The objects of the Association are briefly—

- (a) the collection and dissemination of information regarding rural activities in India;
- (b) the furtherance of schemes and experiments for the promotion of rural welfare; and
- (c) the holding of schools and other educational activities for arousing interest in the needs of rural India.

2. I would draw attention to certain measures which the Association, in spite of its limited resources, has attempted to carry out by disseminating valuable information and by its educational activities.

In the former direction, I would refer to the leaflets which have been broadcasted in India on the subject of Child marriage; and, in particular, to a small pamphlet "Rural Welfare in India", by Mr. C. P. Strickland, which has been widely distributed in India and other countries. I have reason to hope that these and other publications of the Association have proved of value to the progress of rural reform.

In the latter direction, I would refer to the Eastern School, which is organised every year by the Association, and is attended by I. C. S. probationers and by others engaged in, or intending to engage in, rural work in India. The Association has been successful in enlisting the co-operation of men admirably qualified to afford stimulating advice, based upon long experience, to those who may be expected to take a leading part in rural activities in the future.

3. I hasten to add that, in these and other activities, the Association has worked in the closest co-operation with successive Secretaries of State and High Commissioners for India, and I gladly take this opportunity of

recording the gratitude of myself and of the Association for the sympathy and help which have been given ungrudgingly from these quarters.

4 During the last year, many members of the Association and others interested in our work from varying aspects, discussed with me informally and from time to time the possible extension of these activities and, in particular, whether something on the lines which we have been attempting in England could not be developed in India.

I therefore invited members of the Association, together with others connected with similar Associations, to attend a meeting held at the Caxton Hall on October 15th, 1936, with Sir George Anderson in the Chair. A wide and influential response was given to my invitation; and the discussion at the meeting indicated a very widespread appreciation of the urgent need for promoting wider and more practical facilities for study and training in the problems of public administration in India, especially in relation to the social services.

5. General unanimity having thus been established, it was decided that a representation should be sent to the Government of India on the subject, in which the general principles of this development should be defined. It was also felt that, though it might be inadvisable to go into detail and to recommend a definite scheme, it was none the less advisable to provide a clear indication of what was in the minds of those attending the meeting if only as a suggestion of the kind of work which might be attempted. A Committee was therefore appointed to prepare an outline of a scheme in accordance with the general sense of the meeting. I myself attended the final meeting of this Committee, as also did Mr. F. W. H. Smith of the India Office.

6. The report of the Committee was presented to a further general meeting, which I summoned on February 9th, 1937.

7. A unanimous desire of the meeting was expressed that I should address the Government of India in the terms of this letter, and that I should make the request that this important matter should be placed before the Central Advisory Board of Education. Such procedure appeared to the meeting to be appropriate in that, it is understood, the Board includes representatives not only of provincial governments but also of Indian universities and of the Central Legislature.

8. I myself concur wholeheartedly with the opinions strongly expressed at both meetings that, especially in view of the new Constitution which is shortly to be put into operation in India and of the increasing and welcome importance now attached to the task of rural reform and to social problems, a Centre or Centres should be established in India, in which an impartial and thorough examination of problems concerned with the social services could be carried out and by means of which courses of training could be arranged for those engaged, or about to be engaged, in this work in its many aspects.

9. Our discussions and deliberations have been much facilitated by the presence and co-operation of Mr. C. M. Lloyd and Miss Eckhard of the London School of Economics and Sociology. We realise that what has been accomplished so successfully by this institution in the United Kingdom may not be altogether suited to Indian conditions; at the same time it is felt widely here that something on similar lines and in a manner suited to the requirements of India is an urgent and imperative need.

Considerable hesitation was, however, expressed at both meetings in recommending the institution of a university department for the purpose. Fear was entertained that, in this event, the study and training would be of too academic a nature and that the interest of universities might tend to flag, especially as both meetings were strongly of opinion that, though in some cases diplomas might be awarded, such examination or tests as might be held should not form part of the normal university courses for a degree.

It was therefore decided to recommend that, though the proposed functions might conveniently be carried out under the aegis of a university or universities, the actual organising agency should be representative of Government, of the university or universities concerned, and of appropriate private associations.

10. A further fear was expressed in this connection that, even if the above recommendation were found to be appropriate, it might impose an additional, though indirect, burden on the responsibilities and resources of universities, and thus there might be a danger of extravagant and unfortunate duplication of effort. My Association and I therefore feel that there should not be more than perhaps three Social Service Centres; and that, indeed, it may be advisable at the outset to concentrate attention on a single such Centre.

The opinion was therefore expressed that Delhi would be the most appropriate Centre, and that participation by the University of Delhi would form a most suitable contribution to be made by that University in the direction of specialised study and research. The additional advantage would be that (it is understood) accommodation might be available either on the old Viceregal estate or in its close vicinity. Delhi is also fortunate in the number of social workers and of men and women, official and non-official, who possess ample experience of the problems of public administration and social service, and whose participation in the work of the proposed Centre would be of the utmost value.

11. Further details of the proposed Centre were discussed both by the general meetings and by the Committee referred to above. It was felt that such details could be defined far more appropriately in India, and especially, it is hoped, by the Central Advisory Board of Education. On the other hand, the opinion was expressed that the results of our deliberations might be of some value in India; they are therefore forwarded in the form of a memorandum attached to this letter.

12. It is but natural that the function of financing the project came under our consideration. It has been difficult to prepare even rough estimates either of revenue or expenditure but I have been requested to express the hope that the Government of India and at least those provincial governments likely to benefit by the acceptance of this proposal will find it possible to assist materially in subsidising a scheme which, in my opinion, will prove of great value to the welfare of India.

I am the more inclined to believe that this recommendation will be found possible by the fact that generous provision has been made by the Government of India in the current year's budget and in that of the preceding year towards the task of rural development. I have been requested by the Indian Village Welfare Association and by those associated with the present proposals to express our heartfelt appreciation of this outward and visible sign of the importance attached by the Government of India to the cause which my Association is striving to assist. I would suggest,

in conclusion, that this generous provision would be even more fruitful of beneficial results, if there were at hand a body of workers, official and non-official, who had received the incentive of experienced training, and were supported by collections and compilations of books and works of reference dealing with the several spheres of activity.

We would be glad to examine this scheme further in any direction you may desire or to answer any question.

INDIAN VILLAGE WELFARE ASSOCIATION.

Draft Proposals for the establishment of a Centre for study in Social Service and Public Administration.

The need and importance of promoting a scientific and impartial study of public administration in India, especially in relation to the social services, has in recent years become increasingly evident. The necessity of training those who are taking, or intend to take, part in these activities is also abundantly clear to all who study the efforts now being made by official and unofficial agencies in the direction of social improvement. Many of those actually engaged in this work possess an imperfect knowledge of the theory and practice that should guide their service; and branches of activity, which are or should be interdependent, often show a distressing lack of co-ordination. The theory and practice of local administration, which is so closely connected with the social services, itself also requires careful examination. The present position in India in this respect is scarcely satisfactory. Local administrators, being often limited in their outlook and experience, not infrequently suffer from a confusion of thought, and tend to take action which may be inimical to progress. The degree of control and co-ordination, which is required by the modern idea of ministerial responsibility, is imperfectly realized in India, and the beneficent results, which should flow from a well ordered administration of the social services by local bodies, are thereby jeopardized.

The Indian Village Welfare Association has for some years interested itself in this question, and has conducted an annual Easter School in England for I. C. S. probationers and other persons who contemplate or are actually engaged in social service work in India. The success of this School has been encouraging and suggests that courses of similar study and training in India, wider in scope and certainly more practical in their nature than is possible for students of Indian conditions in England, are an urgent and imperative need.

The time is opportune for instituting such courses in India, for a new field of national service will be opened to all Indian citizens under the new system of government. Sir Francis Younghusband, Chairman of the Indian Village Welfare Association, therefore called together a group of individuals, some of whom have experience at first hand of official or unofficial work in India, while others have been concerned in the training of adult students for social service in England. The proposals contained in this memorandum are the outcome of the deliberations of this group.

A. The course should aim at providing facilities for the study of the

I. The content of the social services in India in particular and of other countries in a general manner; of the conduct of public administration (including local administration) in the field of the social services; and of the methods of expanding and improving these services.

Further, (1) both rural and urban social services should be included in the course;

(2) on the other hand, general administration (law, revenue, etc.), should be excluded;

(3) the approach to this course of study and training should be practical as well as theoretical. Intimate contact with the actual conditions of Indian life, rural and urban, is imperative.

B. The data and information on which the studies should be based are at present inadequate. The material which exists is not always convenient in form or entirely unbiased. It will be desirable, when the courses have been established, but not as an indispensable preliminary, to arrange that local surveys be conducted by experts. In such surveys university students might take part under guidance, but the close supervision of an expert is always essential.

We have been informed that Professor Mahalanobis, Secretary of the Indian Statistical Institute, would be prepared to render expert guidance on the matter of surveys, on the basis of the experience which he has already gained.

A library containing the most appropriate literature of India and other countries should be liberally equipped, and should include suitable books and other compilations, dealing with the social services.

The most convenient language for the courses will be English, but the possibility of short courses in the vernacular should also be considered.

We consider that the participants should be:—(a) Social workers, men

II. The participants in or women, who desire training for a career of the course. social service or of public administration;

(b) officials (approved by their governments), and non-officials who do not contemplate a full career of social service but who might usefully undergo a period of training either for their own benefit or for that of their employees;

Governments themselves may find it advisable that officers of appropriate departments should attend a course during their period of probation or a few years later;

(c) the general public.

The length of the course that we envisage for the first category might be one year. For the second category the duration would vary from one month to three months or more, as experience might prove desirable. The manner of providing for the general public cannot at present be foreseen; short courses or single lectures would no doubt be attractive.

Women should be admitted equally with men to all the courses.

Although it is hoped that undergraduates of the universities would benefit indirectly from the scheme, the training of undergraduates as such does not fall within the scope of these proposals.

The award of a Diploma may be useful in the case of the first category of participants, but any examination or test which may be imposed should, in our opinion, not form part of any university course for a degree.

Fees should be charged for attendance at all courses.

We consider that (a) though the official and departmental courses, which are at present held in several provinces, are not without profit to those who are instructed in them, their scope and method are not such as to meet the requirements of our scheme, and cannot be so widened as to meet them;

(b) though certain Indian universities have made experiments in the proposed direction, a course conducted entirely by a university tends to be insufficiently practical. It is also conceivable that the interest of a university might flag if, as we recommend, the social service course be not an integral part of university work for a degree;

(c) though such unofficial bodies as the Y. M. C. A. and other societies, whether Indian or non-Indian, including missionary societies have made a valuable contribution towards the desired object, their approach and treatment are of too limited a nature for our purpose.

We consider that social service training of the proposed type is a matter with which governments in India are immediately concerned. Moreover, financial assistance from governments will be required. Though, therefore, the conduct of the courses may conveniently be carried on under theegis of a university or universities, the actual organising and controlling agency should stand on a broader basis, and might consist of a Committee or Council representative of the governments and universities of the area which the School should serve, together with a substantial un-official representation in order that the spirit of the controlling body should be neither excessively official nor unduly academic.

It is not possible to foresee how many Schools of Social Service and Public Administration will eventually suffice for the needs of India. If the scheme became "provincial", and many universities in India sought forthwith to embark upon such a course, there might be a dangerous duplication of effort, and in consequence a lowering of standards. Our suggestion consequently is that a single School be started experimentally in one centre; and without in any way prejudging the future development of the scheme, we recommend that Delhi be selected in the first place. Generous assistance from the Government of India will be necessary, and it may be hoped that funds will be forthcoming in the same manner as those recently granted for rural reconstruction, or that a portion of these grants may be allotted for our purpose. The Government of India will itself be able to watch and to assist the experiment at Delhi; accommodation for a hostel and lecture-rooms is likely to be available, and there are already at hand, both within and outside the University of Delhi, a number of men and women of experience, whose participation in the work of the proposed Centre would be of great value.

An experienced Director of Studies as Principal of the School will be indispensable. We cannot foresee whether the right individual will be found in India, either within the "beneficent departments" or among academic or social workers, or whether he should be engaged from overseas, where considerable experience of work of this nature has already been gained. In either case we urge that adequate emoluments be granted and we consider that his conditions of service should not be inferior to those of the head of an important College. The Director should be provided with a Librarian and clerical establishment; a building for the residence and teaching of those who take part in the courses will be required; and in addition to the direct instruction to be given by the Principal himself—a

sufficient portion of his time must be reserved for his directorial duties—temporary lecturers who will give courses of lectures on technical branches of social work and administration should be seconded from Government service or engaged on suitable terms, wherever they may be found. Funds should be provided to meet the expenses of both official and unofficial lecturers, and to supply suitable honoraria where necessary.

The participants will accompany the Principal or the technical lecturers on visits to places of interest and relevance in connection with their studies, and will pursue their investigations on the spot. We attach the highest importance to this part of our proposals.

Presenting, as we do, only the outline of a scheme, we do not feel it incumbent upon us, nor would it be possible, to estimate the exact cost of our proposals. We have referred to two sources of income, viz., the fees of participants in the courses, and grants from the Government of India. The latter should, if the experiment is to be fully tested, be continued for not less than three years. It appears reasonable that, if the first School be founded in Delhi, grants should be made by the governments of the provinces neighbouring to that centre. Grants might also be expected from the universities in these provinces. In this connection we suggest that if the grants of the provincial governments are made wholly or in part through the Rural Development Board or similar body which is engaged in the promotion of rural welfare in each province, a valuable link will be forged, and the practical studies of those who take part in the course will be facilitated.

In conclusion, we beg the Government of India—

- (1) to place our memorandum before the Central Advisory Education Board, in order to obtain their opinion; and
- (2) if the Board commends our proposals, to assist in carrying out this project, which we believe to be of the highest importance to India under her reformed constitution.

(c) EXTRACT FROM PARA. 10 OF THE PROCEEDINGS OF THE FIFTH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION.

In 1937, Sir Francis Younghusband, Chairman of the Indian Village Welfare Association, Westminster, forwarded, on behalf of his Association, a draft scheme for the establishment of a centre in India for study in social service and public administration and requested the Government of India:—

- (a) to place the scheme before the Central Advisory Board of Education in India; and
- (b) if the Board commends the scheme, to assist in carrying out the project.

The main proposals are:

- (i) That a centre or centres should be established in India in which an impartial and thorough examination of the problem concerned with the social services could be carried out and by means of which courses of training could be arranged for those engaged, or about to be engaged, in this work in its many aspects;
- (ii) That though the centres might be under the ægis of a university or universities, the actual organising agency should be repre-

sentative of the Government, of the university or universities concerned and of appropriate private associations;

- (iii) That there should not be more than 3 social service centres and in the first instance attention should be concentrated on a single centre which might be established in Delhi; and
- (iv) That the Government of India and the Provinces, which are likely to benefit, should bear, in due proportion the cost of the scheme.

After careful consideration the Board decided that a committee consisting of the following members, with powers to co-opt, be appointed to examine the issues arising from the proposed scheme and report to the Board:—

1. The Hon'ble Sir Maurice Gwyer, K.C.B., K.C.S.I., Chief Justice of India. *Chairman.*
2. Sir V. T. Krishnamachari, K.C.I.E., Dewan of Baroda.
3. The Right Revd. G. D. Barne, C.I.E., O.B.E., V.D., Bishop of Lahore.
4. Rāj Kumari Amrit Kaur.
5. Dr. R. C. Mazumdar, Ph.D., Vice-Chancellor, Dacca University.
6. Dr. A. F. Rahman, LL.D., B.A. (Oxon.), Member, Federal Public Service Commission.
7. Lala Shri Ram.
8. The Educational Commissioner with the Government of India.

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(d) NOTE BY MR. S. D. MATHUR, EXECUTIVE OFFICER, MUNICIPAL BOARD, AGRA.

The utility of a centre for the introduction of practical education as against the present day academical education cannot be questioned. The absence of such an institution in India is largely responsible for the turn-out of incapable and unpractical staff in various departments of administration. The University education is limited mostly to the theoretical courses. The practical side is totally neglected. The result is that people have to go to foreign countries for training in practical side of education. Foreign education has, no doubt, its own value and no educated Indian will grudge the acquisition of foreign education by his country-men where they take advantage of a broader out-look and return with advanced views. But it is not within the province of the majority of my country-men to take that step.

It cannot be denied that want of practical education has been one of the causes of the failure of services in India on a large scale. The Universities turn out inefficient material. The products of these Universities are physically and mentally bankrupt to take up responsible jobs in the practical field of day-to-day administration and to adopt themselves to changing circumstances. A student of politics knows well what was done by great men in the past but, so far as future is concerned, he is not well equipped to meet the contingencies. As a rule, men come out from the Universities without their own initiative and originality. As an instance, a graduate in Commerce is well conversant with figure work, but when he is placed in a bank to post up registers, he simply looks blank. This is the condition in every branch of administration.

A centre for the study of social service and public administration will serve as a panacea for the present day inefficient and corrupt services in local and provincial Governments. Such a centre is necessary not only for public administration but for every branch of life. The present day graduates are strangers to the dignity of labour. They are a burden to their society and take little interest in social matters. They hardly mix with less educated members of their community and become an eye-sore to their families. This is the result of the existing dry education of our Indian Universities. The standard of living has been raised but the education has deplorably failed to create in them a feeling of self-dependence—they lack in the feeling of earning their bread and butter by their own labour.

Local Self-Government is the first step of local administration but this department forms a subject of adverse criticism on public platforms. The country has not yet been able to derive full benefits of the system of Local Self-Government and the very object of the introduction of this boon has been defeated. It is due only to want of men well equipped to handle successfully the intricate problems that present themselves for solution. Qualified men, with all-round practical knowledge in Local Self-Government, are more needed in this branch of public administration than in any one else. Mal-administration in local bodies and cases of embezzlement, etc., are so common. When a centre is established, and well trained men are available for service, their very presence will change the out-look of these local bodies and wipe out their bad name.

It was with a view to impart practical education in all branches of social service and public administration that the Oxford University took up the initiative to establish regular courses for study. My programme is based on the same lines with modifications to adjust our needs.

These courses, as proposed, should be a post-graduate study, attached to the graduates of all branches in order to make them practical men to grapple successfully in the struggle for existence.

PROGRAMME.

It is necessary to establish two post-graduate courses, to be attached to each University. If it is not possible to include these courses in the Curricula of all Universities, a Centre for this training is highly necessary at some central place without any further delay. One course will be for two years and the other for one year.

A.—TWO YEAR COURSE. (DIPLOMA).

Compulsory subjects.

1. Social and Economic History of India and other countries.
2. The Constitutional History of England and other countries including India and Modern Political Organisation.

(Modern Political Organisation will include some study of the structure of government, central, local and international with special reference to the institutions of Great Britain.)

3. Theory of State.

(This subject will include a study of the relations between the State, the individual, and the voluntary group.)

4. Public and Social Administration.

[The study of the working and interrelation of administrative bodies, both statutory and non-statutory like Public Health, Education, Order and Public Assistance (and Unemployment) including trade-union and other working-class organisation.]

Optional subjects to be selected for specialisation (only one).

1. Public Finance.
2. Local Government since 1760.
3. International organization and administration.
4. Statistical Method.
5. Social and Industrial Psychology.
6. Currency and Credit.
7. Labour Movements since 1815.
8. Recent Developments in the machinery of administration.
9. Administrative Law.
10. Co-operation.
11. Rural Reconstruction.
12. Probation.
13. Jails.
14. Insurance, etc.

The candidates will have to submit a Thesis and to undergo practical training for 3 months in subjects in which specialisation is needed or to take a 6 months' practical training as a whole.

B.—ONE YEAR COURSE (CERTIFICATE).

Compulsory subjects.

2 and 4 of the "A" course.

Optional subjects (only one to be selected).

The same as in "A" course.

The candidates will be required either to submit a Thesis or to undergo training for 3 months.

In addition to these courses, lectures will be arranged to be delivered by eminent educationalists and men working or having intimate knowledge of the following subjects:—

1. Public Health.
2. Public Assistance and Unemployment.
3. Trade Unions (in relation to Trade Boards, the Industrial Court, Adult Education).
4. The Co-operative Movement (cf. the Agricultural Marketing Acts).
5. Friendly Societies in relation to Social Insurance (cf. Employers' Association).
6. Relation of statutory to voluntary work.
7. Individualisation, *e.g.*,
 - (a) Mental Health and Mental Deficiency work;
 - (b) Child Guidance Clinics, etc., and Delinquency;
 - (c) Unemployment and "Maladjustment"; Residual Problems.

C.—CERTIFICATE OF TRAINING FOR SOCIAL WORK.

This course will consist of (1) three Terms' work at the Centre under supervisors approved by the Committee for social studies; and (2) either (a) a period of supervised practical work in connection with some approved organisation or organisations for social or industrial work, or (b) an inquiry into some problems of rural or urban conditions of administration in a selected district with a report thereon.

- (e) AN ANSWER TO THE QUESTION "SHOULD SOME FORM OF SOCIAL SERVICE BE MADE COMPULSORY FOR ALL STUDENTS AT SOME STAGE OF THEIR SCHOOL OR UNIVERSITY COURSE?"

The following scheme is put forward on behalf of the Indian Public Schools Conference.

To prevent this note becoming too long, the reasons for some of the proposals are either omitted or only hinted at. The authors are prepared of course to give their reasons at length later on, if required.

The scheme is as follows:—

1. A period of three months continuous compulsory social service should be required of every undergraduate in India.

2. No undergraduate should be allowed to take his degree without a certificate that he has satisfactorily performed this service for this period.

3. It will help this scheme if all B.A. and other degree courses extend over at least three years; if Matric courses are lengthened by one year; if Intermediate courses are abolished; and if undergraduates are not admitted to degree courses before their 17th birthday.

4. The social service should be performed in 'winter camps' situated at convenient places in each University area. It is not at all necessary for the same places to be selected every year. Therefore the accommodation provided should be cheap and temporary, (*e.g.*, tents or huts) and the life in them should be organized much as it is in a University Training Corps.

5. These camps should be opened annually for three months during the period November to March when the weather is cool.

6. Undergraduates should normally attend during their first academic year; but those taking a course lasting more than three years may more conveniently be sent to camp in a later year. Those prevented by unavoidable causes from attending in the year in which they were due to attend must attend in the next year.

7. It is thought to be possible for undergraduates who have attended a winter camp to make up some of the lectures which they have missed by decreasing the length of the summer vacation which precedes or follows their winter camp. Be that practicable or not, the authors consider that it ought to be possible to help on every undergraduate with part of his studies in the camps themselves by means of evening lectures.

8. The camps should be staffed by:—

- (a) Government or State officials of the various nation-building departments who should plan, direct and supervise all the manual work done. They will be paid by Governments or States as usual. No special allowances are needed for them.

- (b) College teachers, who will be drawing their usual College salaries while in camp. We feel it to be not too much to call on Colleges to spare some teachers for these camps as each College will also be sending many undergraduates. They should assist in maintaining discipline and in the camp routine organization and recreation and should help in all field work which can be correlated with University studies. They may be able also to give some evening lectures in the camps.

(One member of the Conference has also suggested obtaining the services of some one very well qualified to act as camp commandant with his own Staff. There are several ideas about the selection of this important person. One is that he should be an Army officer with a few N. C. O.'s, seconded for three months. If he were, all undergraduates who belonged to the University Training Corps might do some of their annual training in the camp. Another is that he should be a well known social worker or doctor who brought with him some voluntary workers to help. It seems very desirable that those people who act as camp commandants are normally employed as such year after year.

Enough first class people might be found (only one for each camp) who were willing to come for nothing or with free board and lodging only in order to perform an important piece of social service. If however they had to be paid, the cost should fall on both the Government or State and the University in the area of which the camp was situated in some agreed proportion.)

9. Undergraduates should be transported to and from the camp and fed and lodged in it without cost to them but should receive no pay.

These charges and all charges connected with the running of the camp should be borne in full by the Government or State in the area of which the camp is situated. As against this the Government or State would be getting some free labour for three months.

The camps should be run very simply and great efforts should be made to avoid having to employ a single paid servant.

10. The work done in a camp should be of three kinds—

- (a) camp duties of all kinds;
- (b) coolie work;
- (c) field work which, while sometimes involving manual work, should also demand skill and which should so far as possible be correlated with some University study.

Work: (a) may have to be done by each undergraduate, for, say, one week during which he will do nothing else.

Examples:—

cooking, cleaning, sanitation.

Work: (b) should normally be done by everyone not employed on work (a) for half of each working day. Raw undergraduates would not have the strength to do work of this kind for

longer hours. It would be chosen and supervised by Government officials. Examples:—anti-erosion work, digging of canals, deepening of tanks, road building.

Work (c) should occupy the other half of each working day. Undergraduates should as far as possible be employed on work related to their studies, e.g.—

Medical students—village clinics,

Agricultural students—agriculture and afforestation,

Economics students—village surveys,

B.T. students—village schools,

Geography students—map making and local geography and so on.

But there would be some students who could not be fitted in so easily. They would have to take on literacy, sanitation and other campaigns in nearby villages and to lecture villagers at bazars and elsewhere. The probability of finding sufficient work of type (c) should be an important consideration when choosing the site of a camp. If the commandant of a camp were an army officer, University training corps parades might count as work of type (c). Also an advanced course of first aid or life-saving. A good deal more thought is required about work of type (c).

11. An undergraduate considered unfit by the camp doctor for work of type (b) should be kept fully employed on work of types (a) and (c).

12. This scheme has been framed for male undergraduates only. But there seem to be no insuperable reasons against holding camps for women students also and many in favour of them. Of course they would differ in many details but the main objects to be secured in both camps would be same. These are:—

- (a) to kill the present aversion to manual work by urbanized students;
- (b) to foster a spirit of self-help;
- (c) to develop physical fitness and endurance through manual work;
- (d) to interest students in rural life by bringing them into touch with it;
- (e) to show many of them the practical value of their academic studies;
- (f) to get useful work done in the countryside;
- (g) to advertise and help on the work of rural reconstruction;
- (h) to produce a new generation of adults who will do more even than this for village life.

APPENDIX IV.

COPY OF LETTER DATED THE 28TH DECEMBER 1940, FROM DR. CLIFFORD MANSHARDT, DIRECTOR, THE SIR DORABJI TATA GRADUATE SCHOOL OF SOCIAL WORK, BOMBAY, TO THE EDUCATIONAL COMMISSIONER WITH THE GOVERNMENT OF INDIA.

I am in receipt of the Draft Report of the Social Service and Public Administration Committee of the Central Advisory Board of Education. The principal recommendations of the Committee are:—

- (1) That a centre for social research should be established, preferably in Delhi.
- (2) That the centre should have closely associated with it, if not under the same direction, a training school for social workers.
- (3) That the research institute should be under the direction of an All-India Committee of about 20 members.
- (4) That Government should be asked to bear the recurring cost of the Institute, which would come to about Rs. 75,000—Rs. 1,00,000 annually.
- (5) That there should be provincial training schools working in close co-operation with the central institution.

I have discussed the matter with the Trustees of the Sir Dorabji Tata Graduate School of Social Work and it is our opinion that the Tata School is in a position to co-operate advantageously in this general scheme.

Our position is somewhat as follows:—

- (1) The Tata School has already passed through the throes of organization, is established and has All-India and International connections. The proposed scheme could therefore be put into immediate operation.
- (2) All members of the Tata School Faculty are qualified research workers. By adding an industrial expert and an agricultural expert to the present staff, the School could carry out in a very adequate manner, both teaching and research.
- (3) The Tata School has already the nucleus of a most excellent social science library and new additions are being made constantly.
- (4) The Tata School is affiliated to an excellent functioning Social Settlement, while the city of Bombay offers opportunities unrivalled in India for practical work for students.
- (5) Under this Scheme of co-operation with the Tata School, the Government of India's contribution could be almost cut in half. The principal expense would be the salaries of the industrial and agricultural experts, mentioned in (2) above, and stipends for research students deputed to the School.

The contribution of Government would be between Rs. 25,000 and Rs. 50,000 rather than Rs. 75,000 to 1,00,000 mentioned in the Committee Report.

Our Trustees would be prepared to admit Government representatives to the Board of Trustees and to allow an Advisory Committee of 20 members as suggested by the Committee to advise regarding the research activities of the School.

This is a course a skeleton outline and detailed plans would have to be worked out, but I feel that our proposal should at least be communicated to the Central Advisory Board at its Madras meeting in January.

